

### **CHAPTER 13**

#### **EDUCATION AND SPORTS**

**B**idar is typical district of northern Karnataka. It is at present relatively small district being the remainder of a bigger one, parts of which were transferred to the neighboring state with effect from the first of November 1956, when there was a state reorganization. There are no differences among the people of this region regarding the language, land, water, religion, social and environment. Except for a few differences, the life of Bidar is known for its tolerance for other religions, language, culture and unity in diversity can be seen all over the district. It is place of Humanity with human principles. All these can be seen in its art, literature, music etc. It is a land for centuries, it has a great past. It was the nucleus of some important royal dynasties which held sway in the ancient and medieval period and witnessed several upheavals.

The name of Bidar appears to be derived from 'bidiru' which means bamboo. The place seems to have been known for bamboo clusters in the past came to be known as 'bidaroor' and then 'Bidare', 'Bidar'. Though there are other versions of origin, the name and authenticated by contemporary literary works. Bidar is a charming district, one of its charms being a very bracing climate practically throughout the district for the greater part of the year. April and May are the hot months but even during this hot weather

period the heat is often broken by sharp and sudden thunder showers. By early June the south-west monsoon sets in with all its pleasant coolness and the weather is back to its bracing cold. The cold weather is never too cold and the rainfall is never excessive though its excessive variation is often the cause, symptoms and malaise of several droughts. One other aspect of its charm is that it is full of history. Every village and town being replete with monuments, legends, stories of valour, romance of beautiful princess, long forgotten battles, feuding military adventurers and even of social reform movements that shook the very foundation and the structure of medieval Hinduism.

In the early times, education was in the hands of religious leaders and priests, and it was encouraged with endowments by kings, chiefs, noblemen, merchants and the like. The Brahmanic system of education which was prevalent in vogue in Bidar district. The teaching was largely oral and the curriculum included learning of grammar, literature, mathematics, logic, astronomy, philosophy, the Vedas and other religious lore's, yoga, Ayurveda, etc., and sometimes the arts of dancing, singing and other fine arts. The students had to remain in the Gurukulas of their teachers under rigorous discipline and had to imbibe a love of knowledge and a spirit of devotion to duty. Agraharas and Brahmapuris were settlements of learned men. Education was imparted in monasteries and temples also. The medium of higher education was Sanskrit. Crafts were taught by father to son and to other apprentices generation after generation. While Viharas were the centers of Buddhistic learning, monasteries and basadis were the centers of Jaina learning. Mainly Prakrit and Sanskrit were used by them as media. The Jainas preached to the people through Kannada and also composed works in Kannada.

From the ninth century onwards, Shaivism wielded a good deal of influence in Karnataka. The priests of Kalamukha Shaiva sects were great educationists and religious priest is at present relatively small district being the remainder of a bigger one, parts of which preachers. From about the middle of the 12th century, the *Sharana* (Veerashiva) movement played a highly important role in the spread of this reformist movement (both men and women) preached ethics, religion, philosophy, etc., in the vachanas by out-pouring of their hearts. The Mathas became the centers of literary,

social and spiritual activities. In the fourteenth century after the Bahamani rule was established in the region, the mosques became the centers of instruction and of literary activity for the Muslims. While the Maktabas were their primary schools which gave instruction in portions of the Quran, reading, writing and simple arithmetic, the Madrasa's were higher seats of learning.

**Mahmud Gawan's Madrasa :** The whole conception of the Bidar Madrasa was the work of one man Mahmud Gawan, the great Minister, who served for Bahamani Sultans. The Madrasa is an imposing building of the Bahamani period. It was during the reign of Sultan Shamashudin Shah Mohammad III, Mahmud Gawan built this Madrasa at Bidar. Mahmud Gawan a scholar-statesman of repute was a great patron of education. The Madrasa at Bidar was certainly a symbol of public welfare which Mahmud Gawan had at heart. According to Mahmud Gawan the aim of education was the removal of illiteracy and advancement of knowledge. His object of education was to bring out and develop the latent faculties of students and discipline the forces of their interest. Hence, great efforts were made by Mahmud Gawan to develop their character and equip them with all that was essential for their moral and material progress. It was in a large measure due to the versatility and literary aptitude of Mahmud Gawan, as well as, to his love of learning, that helped the cultural development in Bidar. He was widely recognized as one of the most prominent Persian writers of the period.

The educational system at this Madrasa had certain features. However, there was no well organized system of education from the Primary to the University standard at Bidar. Education was essentially a private affair. It was largely in the hands of Theologians, Jurists, Philosophers and Sufi Saints.

Mahmud Gawan established a big library consisting of 5000 books. Madrasa was one of the most famous Universities in the whole of Asia, because it was at this University, subjects like Arabic, Persian, Turkish, Sanskrit, Philosophy, Astronomy, Grammar, Geography, History, Economics and Politics were taught. Hence the curriculum was very comprehensive. We read from the letters of Mahmud Gawan, that there were regular movements of eager students from place to place in search of

teachers, who had specialized in certain subjects. Mahmud Gawan was equally eager to get the best scholars from among the learned of Iran and Iraq, to come and lecture at Bidar. Many eminent teachers and renowned scholars taught either a single subject or only a book to the students. Those students who desired to specialize in certain branch of knowledge or subject studied under the care and supervision of scholars who had specialized themselves in the subject of their choice.

Mahmud Gawan invited Maulana Abdur Rehman Jami, the famous poet and scholar of Persia to accept the Principalship of this Madrasa, but he declined the offer due to his old age. Shaikh Ibrahim Multani was then appointed as the Principal of this Madrasa, who happened to be a great scholar and saint. Nearly eighteen Principals succeeded him. The Sanad-i-Fazilat i.e., the degree of excellence or efficiency was given to a student after he had attained perfection in a particular branch of knowledge of his choice such as theology, Literature, logic, Philosophy etc. Kalyanan (Basavakalyan) and Bidar, which were capitals of large kingdoms in the ancient and medieval periods respectively, were also distinguished for learning.

There were no regular or periodical examinations as such. Bright and Industrious students were allowed to be in higher classes after making a proper assessment of their merit. When a student completed his higher education, his merit was recognized and an academic distinction was conferred on him. A regular ceremony called Dastar Bandhi was performed for this purpose. A good gathering of eminent scholars and renowned teachers was held and a banquet on a small scale was arranged. After the feast the teacher tied the Dastar round the hand of his learned pupil.

The Madrasa has a high basement and occupies an area of 62.53 metres by 54.9 metres and with an entrance gate on the east. The building rises to three storeys in a most imposing position, housing in a mosque, a laboratory, a lecture halls, Professor quarters, students cubicles etc. Its entire length extends to 205 feet to with width of 180 feet. It has excellent arrangements of lights and air and cannot be surpassed on these points by modern structure. This great seat of learning was surrounded by a huge courtyard with a thousand cubicles where men and teachers of renown

congregated from all parts of the east. The students were not only with intellectual fare but also with food and clothes free of cost.

After the Nizam Shahi and Adil Shahi period, Aurangzeb captured Bidar. The Madrasa which was of the status of an University was undergoing deterioration. But on account of the extraordinary abilities of one Moulvi Mahmood Hussain, Aurangzeb entrusted him the responsibilities of the Madrasa which was by then, reduced only to a Shahi Madrasa i.e. to the status of a college.

The masjid which within the precincts of this Madrasa accommodated nearly 1000 devotees at a time. Namaz was regularly offered. Unfortunately, it was on the eve of the eleventh day of Ramzan, dated 1108 H.(1687A.D) when the special prayer 'Tarabi' was being offered, the Madrasa was damaged by a thunder-bolt, which also killed 500-700 people offering prayers. They thus became martyrs. Through this Madrasa, the highest standard of culture and investigation flourished which Mahmud Gawan was so richly endowed to attract seekers after knowledge. Further, this Madrasa, inspite of the serious damage caused to it, still stands as an impressive landmark in the history of the Bahamanis.

Before 1854, Pandits, Jangamas and Moulvis were imparting education. Besides the State Government, Sometimes the Jagirdars, Mansubdars, Deshmukhs, Deshpandes, merchants and the public were also extending assistance for running of educational classes. But there was no well-defined and organized common system of courses and education was in a haphazard state.

**Beginnings in modern period :** The account by Abdul Khadar Sarvari is a true picture of the indigenous system of education which was in existence in the early decades of the 19th century in Hyderabad State. As in other parts of the country the study of religion and religious books was the basis for education in Hyderabad State before 1854. Education was imparted by Pandits and Moulavis in temples, mosques and maktabas. Rulers granted inams, pensions and jaghirs to those pandits and moulvis for their services. Sometimes the Jaghirdars, Mansabdars, Deshmukhas and deshapandes patronized such Pandits and Moulvis well versed in oriental languages and religious books. The patels and patawaris and the

public also lent a helping hand in the running of such pathashalas and makhtabs which existed in most of the villages in Hyderabad State. There, people received all knowledge of the three R's Moulvis taught Persian, Urdu and Arabic along with the Quran. Pandits were teaching Sanskrit, the vernaculars and other religious books.

The beginning of modern education in the Gulbarga area, can be traced back to the starting of the Darul Uloom in 1853 in Hyderabad by Sir Salar Jung. The educational system came to be fashioned in accordance with Wood's despatch. A period of intense educational activity ensued during the period of Sir Mir Usman Ali Khan Bahadur Asaf Jha VII. The successive rulers also patronized education. In 1859, the Government issued a notification to the effect that two schools, one Persian and the other vernacular should be opened in every taluk place and at district headquarters. The management of these schools was entrusted the committees consisting of village headmen and Patwaris presided over by the Tahsildar at each taluk headquarters. A higher officer was appointed as the head of the district committee and also as the inspecting officer for the district.

Till 1887-88, the medium of instruction was Marathi in major parts of Kannada districts of the Hyderabad State and later Kannada became the medium of instruction in primary schools. During the period from 1911 to 1921, primary education was expanded with the object of providing a school for each village with a population of 1,000. In 1911, a Royal Ordinance, was issued making primary education free. In 1937, the primary schools were reorganized dividing into rural and urban primary schools. After the famous Wood's Despatch of 1854, some measures were taken in the field of education. The structure of education was mainly based on the plan formulated in that Despatch. In the year 1854, the Nizam's Government took the first step towards public instruction, when Sir Salar Jung, who was the Prime Minister of the State, founded the Dar-ul-Uloom in the city of Hyderabad and placed it under an Education Board.

In 1869, an Education Department was established with the appointment of a Secretary to the Miscellaneous Minister in the Education Department a Director of Public Instruction. Subsequently, in 1874, Deputy Inspectors were appointed for all the districts, to whom were transferred most of the

duties connected in the districts in 1873. Later in 1882, the Department of Public Instruction was made a major one. A high school was opened at the headquarters of each district and upper and lower middle schools were started at several places in each of the districts. In 1888, the principle of paying grant-in-aid based on results was introduced. Two years later, the middle school examination was instituted and a Text Book Committee and an Education Board were constituted. The Normal School for the training of teachers at Hyderabad was reorganized. By 1894, technical and professional schools such as those for industries, arts and crafts, engineering, medicine and law in the State were brought under a partial control of the Education Department. A Higher Secondary Leaving Certificate Board was constituted in the year 1901. A Department of Technical and Vocational Education was created in 1937 and at the time of Reorganisation, there were different patterns of school education with varied rules and practices in different areas. The most urgent task, therefore was to evolve a uniform system of education for the whole State. This had to be done necessarily in stages. The education Integration Advisory Committee constituted by government in December 1957, took up this work. Not only did the new State inherit diversified systems of education, there were also regional imbalances in the provision of educational facilities with the Gulbarga area at the root level in this regard.

**Urdu as medium :** The year 1919 marked the inauguration of the Osmania University at Hyderabad, which led to the development of higher education in the State. Urdu, the official language of the State, was made the medium of instruction and intermediate classes were added to some of the high schools in the State. But the Bidar district had no facility of higher education until the year 1960. An early non-official institution, which strove for the improvement of education in Bidar district, was the Norma Fendrich Co-Education High School at first in 1930, with bifurcated classes for boys and girls. In 1950, it was made co-educational and was upgraded into a high school. In 1974-75, the institution had a pupil-strength of 595 boys and 331 girls under the charge of 32 teachers. Indeed, Bidar had more number of Madrasas compared to more than half of Kalaburagi (Gulbarga) and the entire district of Raichur. After that there was a steady growth in Urdu and Arabic medium schools and high schools. Meanwhile Government also recognized the importance of these schools. As on 2011-12 and 2012-



13, the total number of Urdu Primary and Higher Primary Schools were: 192 Government, 15 Aided, five Aided Arabic Primary schools and one Urdu Nursery Schools and 15 aided, six Arabic, two Urdu Nursery Schools. Apart from these, there were nine Government Urdu medium High Schools with the Government enrolment Provision. All these Nursery, Primary and Higher Primary Schools and High Schools were spread over five taluks of the District.

**Literacy and Education :** Bidar District has a good educational background. Mahamud Gawan Madrasa is an evidence of that background. It has comparatively better position with regard to literacy and education. Education is recognized as a fundamental human right, along with other necessities, such as food, shelter, clothing and water as per 'The Universal Declaration on Human Rights (1948)'. The advantages it confers on individuals and nations are multi-dimensional and multi-faceted. Human development is predicated upon universal access to education, with its implications for equity and social justice. Education empowers people to make informed choices about their lives and about their rights as citizens in a democracy. Gender justice gets a boost when women have access to education, which by enhancing women's knowledge and employable capacity, increases their sense of autonomy and self esteem. People's health status improves as their education levels rise. Above all education is valued, quite simply and awareness that it opens for us.

**Growth of literacy through the decades :** The Bidar district had comprised nine taluks before the 1st November 1956 when four of them constituting the present area of the district were merged in the new Mysore State. Hence, the average percentage figures of literacy of the earlier period, which will be mentioned here under, are of the former bigger district of Bidar. In the early censuses, those persons, who were able to read and write any simple letter in any of the languages spoken in the district, were enumerated as literates. In 1901, only 1.9 percent of population of the district was able to read and write of which 3.7 per cent of males and 0.6 percent of females. The total number of pupils under instruction in 1881, 1891, 1901 and 1903 was 655, 2,849, 2,742 and 2,559 respectively. In 1903, there were 30 primary and two middle schools and one high school, with 304 students including both girls and boys under instruction. The

total expenditure on education in that year amounted to Rs.25, 800 of which Rs. 4,365 was contributed by the local boards, Rs. 12,857 by the State and Rs.1,560 from school fees. Three decades thereafter, i.e., in 1931, the percentage of literacy was 2.53 (males 4.5 percent and females 0.5 percent) which showed a very tardy pace of progress of literacy. During the next decade (1931-1941), the growth of literacy registered a considerable improvement in that it increased from 2.53 percent in 1931 to 5.2 percent in 1941. After the achievement of independence, more importance has been given to spread of literacy. As a result, in recent years, notable progress has been made in this respect. The percentage of literacy in the district, which was only 7.4 in 1951, increased to 14.3 by 1961.

In 1961, the number of literates in Bidar district was 96,078 of whom 80,826 were men and 15,252 women, out of a total population of 6, 63,172 lakhs. Among the taluks of the district, the Bidar taluk had the highest percentage of literates with 17.7 per cent while the Aurad (Santpur) taluk had the lowest with 11.6 per cent. The percentages of literacy in the urban areas, which was 19.8 percent in 1951, increased to 33.1 percent by 1961, when among the urban areas, Bidar had the highest percentage with 44.5, while Kalyana (now Basavakalyan) had the lowest with 22.01. The sub-joined table gives the number of literates and persons possessing various education qualifications in the district as enumerated in the 1961 Census. (in Lakhs)

SL. No	Educational level	Urban		Rural	
		Men	Women	Men	Women
1	Literates without educational level	12,572	4,838	49,556	6,248
2	Primary of Junior Basic	5,404	2,280	10,526	1,670
3	Matriculation or Higher Secondary	1,147	162	1,297	32
4	Technical diploma not equal to degree	32	-----	-----	-----
5	Non- technical diploma not equal to degree	2	-----	-----	-----
6	University degree, post graduate or degree other than technical degree	224	10	-----	-----
7	Engineering	10	-----	-----	-----
8	Medicine	11	1	-----	-----
9	Agriculture	7	-----	-----	-----
10	Veterinary	2	-----	-----	-----
11	Teaching	33	11	-----	-----
<b>Total</b>		<b>19,444</b>	<b>7,302</b>	<b>61,379</b>	<b>7,950</b>

By 1971, the percentage of literacy had gone up to 20.02, but it was as much below the State's average which was 31.52 percent. The district had the 18th rank in this respect among the State, the 19th being Gulbarga District. The total number of literates in 1971 as 1,64,970 of whom 1,29,839 are men and 35,131 women. The percentage of literacy among men and women belonging to non SC (Male 33.69, Female 9.44 and total is 21.94) and SC( Male 15.30, Female 2.77 and total is 9.14). The following table shows Talukwise male and female literacy percentage according to 1991 census in Bidar District.

Taluk	Male (Percentage)	Female(Percentage)	Total(Percentage)
Aurad	53.00	25.43	39.5
Basavakalyan	57.71	27.77	42.95
Bhalki	61.92	30.26	46.47
Bidar	62.91	37.92	50.95
Humnabad	57.1	28.87	42.87

The above table indicates that the male and female literacy rate with respect to different taluks of Bidar District. The total literacy in Aurad taluk was 39.5 percent and the male literacy was 53.00 percent and the female percentage was 25.43 per cent. In Basavakalyan male and female literacy percentage was 57.71 and 27.77 and the total literacy was 42.95 per cent. In Bhalki male and female percentage literacy was 61.92 and 30.26 and the total literacy percentage was 46.47. In Bidar taluk male and female literacy percentage was 62.91 and 37.92 and the total literacy percentage was 50.95 percent which is highest as compared to other taluks. In Humnabad, male and female literacy percentage was 57.1 and 28.87 and the total literacy percentage was 42.87. There is a remarkable change in the percentage of total literacy during this decade that to male literacy was more than the female literacy in every taluk. The literacy rate of the district 55.9 per cent which is well below the state average of 66.6 percent and the National average of 67.3 percent. The female literacy is only 45.8 per cent much lower than the State 56.6 as well as National average 57.1 per cent.

The following table shows the number of villages, the total rural population and its percentage, Sex ratio, rural literacy, literacy by male and female and proportion of SC/ST population according to 2001 Census. (Talukwise) in Bidar District,

Taluks	No.of Villages	Rural Population	Percentage	Sex ratio	Rural Literacy			Proportion of SC/ST population
					Male	Female	Total	
Aurad	152	2,29,490	93.56	952	69.5	44.5	57.3	35.86
B.Kalyan	115	2,41,125	80.39	970	70.7	43.3	57.2	41.36
Bhalki	133	2,21,949	86.34	958	73.7	46.8	60.5	31.24
Bidar	134	2,31,283	57.03	951	64.8	41.6	53.5	34.55
Humnabad	87	2,33,651	79.31	951	67.5	42.0	55.1	40.44
<b>District Total</b>	<b>621</b>	<b>11,57,498</b>	<b>77.04</b>	<b>956</b>	<b>69.2</b>	<b>43.6</b>	<b>56.7</b>	<b>36.98</b>

The above table explains about the total rural population, percentage, Sex ratio, rural literacy (Male, Female and Total) and proportion of SC/ST population according to number of villages talukwise. The total number of Villages in Basavakalyan is 115. Taluk wise rural population is more Basavakalyan i.e 2,41,125 as compared to other taluks. Percentage of Population concentration is highest in Aurad 93.56 per cent. The rural male and female literacy both are higher in Bhalki i.e 73.7 and 46.8 per cent respectively. The proportion of SC/ST population is highest in Basavakalyan and lowest 31.24 in Bhalki. The progress in literacy is very slow though the district is brought under District Primary Education Programme and Sarva Shiksha Abhiyan. Bidar is primarily a rural district. The rural population rate is 56.6 percentage which is much below the state average of 59.3 percent. The female literacy rate is very low i.e. 43.6 percent. This indicates that more than half of the rural women are deprived of access of education, knowledge and information.

The following table shows the Talukwise Urban Literacy rate in percentage according to the 2001 Census.

Taluks	Total Urban Literacy Talukwise		
	Male	Female	Total
Aurad	69.9	45.2	57.9
B.Kalyan	71.6	46.2	59.1
Bhalki	75.3	48.8	62.4
Bidar	74.5	54.8	65.0
Humnabad	70.2	46.2	58.5
<b>Total</b>	<b>72.5</b>	<b>48.8</b>	<b>60.9</b>

The above table shows that the male literacy percentage in urban area in all the taluks is different. Male literacy percentage is highest in

Bhalki 75.3 percent and lowest 69.9 percent in Aurad. Female literacy 54.8 percentage is highest in Bidar and lowest 45.2 percent in Aurad in the year 2001. The total Urban Literacy percentage is highest 65.0 percent in Bidar and the lowest is in 65.0 percent in Aurad.

In 2011, Bidar had population of 17,00,018 of which male and female were 8,70,850 and 8,29,168 respectively. There was change of 13.16 percent in the population compared to population as per 2001 Census. In the previous census of India 2001 Bidar District recorded increase of 19.63 percent to its population compared to 1991. The initial provisional data released by Census of India 2011, shows that density of Bidar district is 312 people per sq. km. In 2001, it was 276 people per sq. km. Bidar district administers 5,448 square kilometers of areas. Average literacy rate of Bidar in 2011 was 71.01 per cent compared to 60.94 percent during 2001. If things are looked out at gender wise, male and female literacy was 79.94 per cent and 61.66 per cent respectively. For 2001 census, same figures stood at 72.46 per cent and 48.81 per cent in Bidar District. Total literates in Bidar District were 10,53,181 of which male and female were 6,06,524 and 4,46,657 respectively in 2001. Bidar District had 7,68,358 lakhs literates in its district. With regard to Sex Ratio in Bidar, it stood at 952 per 1000 male compared to 2001 census figure of 949.

The average national sex ratio in India is 940 as per Census 2011 Directorate. In 2011 census, child sex ratio is 935 girls per 1000 boys compared to figure of 941 girls per 1000 boys of 2001 census data. In census enumeration data regarding child under 0-6 age were total 216,885 children against 241,517 of 2001 census. Of total 2,16,885 male and female were 1,12,103 and 1,04,782 respectively. In 2011, children under 0-6 formed 12.76 percent in Bidar District compared to 16.08 percent of 2001. There was a net change of -3.32 percent in this compared to previous census of data. If the people of Bidar orthodox and ignorant, they have the better ratio in the later period as compared to other districts. There is more educational development awareness in this district.

### **Pre-Primary Education**

The system of Pre-Primary Education varied from area to area except that there was uniformity in so far as Government had not taken direct responsibility for pre-primary education. Formerly, infant classes were

attached to some primary schools, which served the purpose of pre-primary and nursery education to some extent. Generally, Pre-primary Education was imparted in nursery schools, attached to a few primary schools. Recognized Pre-Primary schools were given financial assistance by Government in the form of grant. In Gulbarga area there was no nursery education as such but infant classes were practically the same as those in lower primary classes.

In December 1957, the government constituted a committee to study the question of Pre-Primary Education. This committee had made some far reaching and comprehensive recommendations which remained mostly unimplemented. The policy of the government was to give Pre-Primary Education to the responsibility of parents and the private organizations. After November 1956, a nursery school was opened at Bidar by the Christian missionaries and this was attached to the Norma Fenrich Co-Education High School. In 1965 the Bidar City Municipal Council School was started by the B.V.V. Sangha, Bidar. At present Pre-Primary education in the state is mostly managed by private organizations. The Government was helping the private agencies and local bodies by giving grant-in-aid for running Shishuvihars (Nursery Schools). As on 31st March 1974, there were four pre-primary schools at Bidar with a pupil-strength of 589 under the charge of 11 teachers. The government, in recent times, have taken up the starting of nursery schools in rural areas for the benefit of the weaker sections of the society under the plan scheme. There are also a number of unrecognized nursery schools especially in urban areas. They are mostly English medium and high fee charging schools. Nursery Teachers undergo training in Balasevika Training Centers and Nursery Training Institute.

In the year 1998-99, there were 57 Shishuvihars spread over five taluks with 5,034 children. In Aurad there were 11, Basavakalyan 08, Bhalki 11, Bidar 15 and in Humnabad 12. The number of children were 505 in Aurad, 634 in Basavakalyan 853 in Bhalki, 2,297 in Bidar and 745 in Humnabad.

**Pre-school Day Care Centre:** Aralu Society for Socio-Economic Development is working in Bidar and Humnabad taluk since seven years with poor and marginalized communities including tribals, dalits, marginal farmers. Peoples development through their empowerment by their active participation is the stand since its inception. The organization stands as

an agent of social change process when it comes to its role between an external funding partner and the beneficiaries. The objectives of the Centre are: 1) To assist rural and urban communities to become socially aware and self-reliant, 2) To set up study groups to study social environmental and economical problems, 3) To established formal and non formal educational facilities to serve to the needs of the community, 4) To set up study groups, to study social environment and economic problems. To establish formal and non formal educational facilities to serve the needs of the community, 5) To conduct adult education classes in the villages.

However Aralu is working with the issues of children primary, non-formal education and child labour prevention and rehabilitation, women and youth empowerment and environment protection and management. Pre- school day care centre for children of working women. Education and literacy is very slow in the district and there is a huge school dropout rate. Children dropout from school for various reasons. As people are very poor, both husband and wife have to work to earn a living in many cases there would be nobody to look after their young children. Unlike the crèches and play homes in urban areas there is no institution in rural areas, to look after the children.

### Primary Education

The term primary education in old Mysore underwent a change in its connotation during the year 1955-56. The four years of primary and four years of middle schools were combined to form an integrated course of eight years. The primary schools with Class I to IV constituted the junior primary schools, and the schools with the next four classes were the senior primary schools. However, new type middle schools which had been started for taking education to rural areas had all the eight classes.

The primary education was the sole responsibility of the Government as in the former Mysore State. The duration of primary education was of seven years and it was provided in two kinds of schools, namely, primary schools with classes I to IV and primary-cum-middle schools which had classes V to VII in addition. It was the practice there to add an infant class to primary schools. However, the entry into infant classes was not compulsory. The Education Integration advisory Committee recommended that Primary education should be an integrated course of seven years, This recommendation was given effect to in stages starting from 1959-60

and completing by 1962-63. This was a major step taken in bringing about uniformity of primary education.

In 1921, there were 169 schools (including 43 for girls) in the district with a pupil-strengt of 9,222 for the population of the undivided district which was 8,00,751 lakhs. By 1931, the number of primary schools was 198 with a pupil-strength of 11,871 for a population of 8,73,614 lakhs. According to the 1951 census, there were 807 primary schools with a pupil-strength of 52,810 and 23 middle schools with 10,403 pupils for the former undivided district which had a population of 11,72,702 lakhs. After the reorganization of States, on 1st November 1956, the position of primary schools as on 31st March 1957 was as follows for the smaller district of Bidar which was allotted to the new Mysore State :

Types of schools	No. of schools	Total Number of Pupils			Total number of teachers		
		Boys	Girls	Total	Men	Women	Total
Primary schools	370	16,862	3,942	20,809	659	17	676
Middle schools	37	5,934	694	6,628	106	3	109
<b>Total</b>	<b>407</b>	<b>22,796</b>	<b>4,636</b>	<b>27,437</b>	<b>765</b>	<b>20</b>	<b>785</b>

The position of primary schools as on 31st March 1957, for the smaller Bidar district was 407 of which 370 are primary and 37 are middle primary schools. The number of students genderwise were 16,862 boys and 3,942 girls out of 20,809 in primary and 5,934 boys and 694 girls out of 6,628 in middle schools. The total number of teachers were 676 and 109 in primary and middle schools respectively of which men were 659 and women were 17 in primary and 106 men and 3 were women in middle schools. The total number of students and teachers both in primary and middle were 27,437 and 785. Prior to 1961, there were 58 single – teacher schools known as Voluntary Aided Primary Schools. The teachers, who volunteered to work in them, were paid at a flat rate of Rs. 30 per month. All such schools were taken over by the Government on 1st August 1961 when the Compulsory Education Scheme was introduced in the state.

**Progress of Elementary education :** During the Second Five-Year Plan, 63 new primary schools were started and 216 additional posts of teachers were sanctioned. During the Third Five-Year Plan, 140 new primary schools were opened and 440 additional posts of teachers were



created to the district. The number of primary schools in 1966-67 was as given below:

Types of schools	No. of schools	Number of Pupils			Number of Teachers		
		Boys	Girls	Total	Men	Women	Total
Lower Primary schools	505	28,792	13,222	42,014	1,143	130	1,273
Higher Primary schools	105	14,387	6,898	21,285	633	60	696
<b>Total</b>	<b>610</b>	<b>43179</b>	<b>20120</b>	<b>63299</b>	<b>1776</b>	<b>190</b>	<b>1969</b>

During the subsequent second and third five year plans, there was fast increase in the number of lower primary schools and higher primary schools were 610, the total number of teachers as well as the number of pupils were 1969 (1,776 men and 190 women) and 63,299 respectively (43,179 boys and 20,120 girls). In March 1975, there were, in all, 507 Lower primary schools with a pupil-strength of 21,650 boys and 13,838 girls under the charge of 685 men and 50 women teachers. In March 1975, the position of higher primary schools was that there were 208 such schools with a pupil-strength of 40,851 boys and 23,366 girls under the charge of 1,340 men and 219 women teachers.

### Compulsory primary education

The system of compulsory primary education was not uniform in the State prior to 1956. In accordance with the Hyderabad Compulsory Primary Education Act, 1952, compulsory primary education was introduced in some selected areas of Bidar district in 1953. Under the provisions of this Act, more primary schools were started. In each district, a contiguous area was brought under the scheme by stages. After re-organization of State, the Karnataka State took up the task of implementation of a programme of compulsory primary education in accordance with the Karnataka Compulsory Primary Education Act, 1961, by stages, starting with children of the age-group 6-7 in 1961-62. The entire age-group of 6-11 was to be covered before the end of the Third Five Year Plan. The following are some of the provisions of the Act: a) Establishment of primary schools within a walking distance of one mile from the home of every child: b) Making it the responsibility of every parent to see the regular attendance of his children at an approved school; c) Prevention of employment of children, so that they may be enabled to attend schools regularly.

The response during the first year 1961-62 of the introduction of compulsory primary education on a state wide basis was very encouraging and the percentage of enrolment by persuasive methods was very high. A child completing the age of 5 years and 10 months on 22nd May of each year is required to attend an approved school. But children, who have completed the age of 5 years are also admitted to primary Ist standard on a voluntary basis. The Department of Public Instruction conduct enumeration of children of the age-group 6-11 to assess the number of children who should be enrolled every year in the month of December. The number of children enumerated, enrolled and the percentage of enrolment during the years from 1961-62 to 1974-75 are shown below:

Year	Enumeration			Enrolment			Percentage		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1961-62	13,722	10,529	24,251	12,629	8,310	20,939	94	72	87
1965-66	58,989	52,107	111,096	54,350	39,041	93,391	92	74	84
1970-71	47,699	34,389	82,088	42,868	26,134	69,002	90	78	84
1974-75	39,822	29,383	69,205	38,003	26,922	64,925	97	94	95

The above table indicates about the details of the enumeration of boys and girls belonging to the age group of 6 to 11, from the year 1961 -62 to 1974-75. The total percentage of the students enrolled in primary schools were 87, 84, 84 and 95 as per the years from 1961 -62 to 1974-75 respectively. But the total percentage of girls enrollment was very low 72,74,78,94 from the year 1961 -62 to 1974-75 as compared to boys enrolment 94,92,90,97. Before 1976, education was the exclusive responsibility of the States. The constitutional Amendment of 1976, which included education in the concurrent list, was a far reaching step. The substantiate, financial and administrative implications required a new sharing of responsibility between the Union Government and the State Government.

The Central Government continues to play a leading role in the evaluation and monitoring of educational policies and programs, the most notable of which are the National Policy on Education (NPE)1986 and the Programme of Action (POA) as updated in 1992. The modified policy envisages National System of Education to bring about uniformity in education, making adult education programmes a mass movement, providing universal access, retention and quality in elementary education, special emphasis on education of girls, establishment of pace-setting schools like Navodaya Vidyalayas in each district, vocationalisation of secondary education etc.

### **District Primary Education Programme (DPEP)**

The parliament has passed the Constitution 86th amendment act, 2002 to make elementary education a Fundamental Right for children in the age group of 6-14 years.

Following the recommendations of the NPE 1986 and Programme of Action (POA), a new programme called District Primary Education Programme (DPEP) a need based primary education programme was started. It is centrally sponsored scheme with the assistance of the world Bank. It was launched 1994 as a major initiative to revitalize the primary education system and to achieve the objective of Universalisation of primary education. The major goals of DPEP are:

- To reduce the differences in enrolment, dropout and the learning achievement among the gender and social groups to less than 5%.
- To reduce the overall primary dropout rates for all students to less than 10%.
- To raise the average achievement level by at least 25% over measured baseline levels and ensure achievement of basic literacy and numeracy competencies and minimum of 40 % achievement levels in other areas.
- To provide according to national norms access for all children to primary 1-4 classes or its equivalent through non-formal stream.

### **The strategies and approaches under DPEP**

- To open new schools in the villages which do not have schooling facility, construction of school buildings and appointment of teachers.
- To provide an additional room and renovation of buildings in larger scale.
- Provision for drinking water facility, toilet, etc., wherever possible preferentially.
- To provide the teaching-learning materials to all schools.
- To supply text books cum work books and teachers support materials.
- Establishment of VECs and mother – teacher associations and training.
- Strengthening of DIETs and CRCs and continuous training of teachers.
- To establish BRCs and CRCs and Continuous training of teachers.
- Computerization of educational information at District and State level.
- Training of educational administrators and supervising officers.

### **Sarva Shiksha Abhiyan (SSA)**

Free and compulsory education to all children up to the age of fourteen years is a constitutional commitment in India. The government of India initiated a number of programmes to achieve the goal of Universalisation of Elementary Education (UEE) among which SSA launched in 2001 is the most recent one. It aimed at achieving universal elementary education of satisfactory quality by 2010. Off late, the Parliament has also passed the Right of children to Free and Compulsory Education has a right Act 2009, model rules of which were released recently and the Act came into force with effect from April 2010. Under this Act, every child of the age of 6-14 years has a right to Free and Compulsory Education in a neighborhood School till the completion of elementary education. Efforts are made through the SSA and the Right to Education Act are expected to generate demand for secondary education, in view of which the Government of India has launched the Rashtriya Madhyamika Shiksha Abhiyan to improve universal access and quality at the secondary high school stages of education.

Activities under the SSA got momentum from the year 2002-2003 and onwards and a large number of primary and upper primary schools/ sections have been opened across the country that is also reflected in the ratio of primary to upper primary schools. It was launched towards the end of IXth plan to achieve universal elementary education through a time bond integrated approach in partnership with states. The programme which aims to provide elementary education to all children in the 6-14 age groups by 2010 is an effort to improve the performance of the school system and provide community owned quality elementary education in the mission mode. It also envisages bridging of gender gap and social disparities at the elementary level. The Sarva Shiksha Abhiyan has a special focus on the educational needs of girls, SC and ST and other children in difficult circumstances. SSA is being implemented in partnership with State Governments to cover the entire country and address the needs of 192 million children in 1.1 million habitations.

The programme seeks to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional classrooms, toilets, drinking

water, maintenance grant and school improvement grants. Existing schools with inadequate teacher strength are provided with additional teachers, while the capacity of the existing teachers is being strengthened by extensive training, grants for developing teaching-learning materials and strengthening of the academic support structure at a cluster, block and district level. SSA seeks to provide quality elementary education including life skills. SSA also seeks to provide computer education to bridge the digital divide.

The centrally sponsored scheme 'SSA' has been implemented in the Karnataka State from 2002-03 and onwards. The Scheme of SSA was launched in 2001. The goals of SSA are as follows: 1) 6-14 age children in school/Education Guarantee Scheme Centre/bridge course by 2003.; 2) All 6-14 age children complete five years primary education by 2007; 3) All 6-14 age children complete eight years schooling by 2010; 4) Focus on elementary education of satisfactory quality with emphasis on education for life; 5) Bridge all gender and social category gaps at primary stage by 2007 and at elementary level by 2010; 6) Universal retention by 2010.

*The following details present the SSA programme implemented in Bidar District:* One of the essential requirements that every school should have is the school building. For this purpose schools with building by different category in respect of schools managed by government and private management. The different category of school building are Government ( School building belonging to government department, local body or any such agency for education purpose) , Government in a rent free building. (Government school work from a building or rooms provided by community and no rent is paid for the same.) Private rent free (A school building is private, if it is owned by an individual, organization and does not belong to the local body or the government) private rented (Individual, private organization, the local body or the government running the school in a building for which rent is paid).

The following table shows the status of school buildings as reported in rent free, private rented, government rented, Government free rented in percentage during the 2002-2003, 2003-004, 2004-2005, 2005-2006 years in Bidar district.

Year	No. of Private rent free building and (in Percentage)	No. of Private School with rented school building and (in Percentage)	No. of Govt. schools with own building and (in Percentage)	No. of Govt. Schools with free rented building and (in Percentage)
2002-03	8 1.50	20 3.18	850 2.12	10 1.75
2003-04	8 1.52	18 2.95	852 2.12	8 1.40
2004-05	7 1.35	20 3.18	869 2.14	10 1.75
2005-06	7 1.35	20 3.18	896 2.11	10 1.75

It is been observed that, in the year 2002-2003 the percentage of private rent free school buildings was 8 (1.50%), 2003-2004 it was 8 (1.52%), 2004-2005 it was 7 (1.35%) and in the year 2005-2006 it was 7 (1.35%). It has also been observed that there is no much change in the status of private rent free building during these years. Similarly in the year 2002-2003, a total of 20 (3.18%) private schools with rented building status as compared to 18 (2.95%) in 2003-2004, 20 (3.18%) schools in 2004-2005 and 20 (3.18%) schools in 2005-2006. The number of private schools has rented buildings almost similar in all the four years. The status of Govt. Schools with own buildings in percentage during the 2002-2003, 2003-2004, 2004-2005, 2005-2006 years in Bidar district are presented in the following table:

Year	No. of Govt. Schools with own Buildings	Percentage	No. of Govt. Schools Rent free Buildings	Percentage
2002-03	850	2.12	10	1.75
2003-04	852	2.12	08	1.40
2004-05	869	2.14	10	1.75
2005-06	896	2.11	10	1.75

It is been observed that, in the year 2002-2003 the status of Govt. schools with own building was 850 (2.12%), 852 (2.12%) in 2003-2004, 869 (2.12%) in 2004-2005 and 896 (2.14%) and 896 (2.11%) in 2005-2006 and there was no much change in the number of Government schools with own building status during these years. The status of Govt. Schools with rented free buildings in percentage during the 2002-2003, 2003-2004, 2004-2005, 2005-2006 years was 10 (1.75 %), 8 (1.40% ), 10 (1.75%), 10 (1.75%) respectively. The number of rented free building schools are almost similar in all the four years.

**Schools by classrooms:** Having adequate number of instructional rooms is an essential requirement for every school. In this context, the

Government of India initiated the scheme of Operation Black Board in 1987. Each school covered under the scheme was to be provided with two classrooms and a verandah. The DPEP, launched in 1994-95, also provided additional classrooms to a number of schools but only Primary Schools/ Sections in about 272 districts across the 18 DPEP States including Bidar. In 2001, the remaining districts were covered under the SSA and coverage was also extended from primary to entire Elementary education because of which a number of new schools were opened with building which is reflected in. In addition, a good number of existing schools were also provided with additional classrooms. Total number of classrooms in numbers and in percentage during the years 2002-2003, 2003-2004, 2004-2005, 2005-2006 in Bidar district are presented in the following table:

Year	Total number of class rooms	Percentage	Total number of Class rooms with good condition	Percentage
2002-03	4,324	2.73	3209	3.13
2003-04	4,268	2.73	3268	3.19
2004-05	4,385	2.74	3309	3.24
2005-06	4,496	2.76	3459	3.28

The above table indicates the status of classrooms with respect to the total number of classrooms, classrooms with good condition, classrooms. The total number of classrooms have increased from the year 2002-2003 to 2005-2006. But the percentage of increase is very low. In the year 2002-2003, 2003-2004, 2004-2005, 2005-2006 years the total number of classrooms and the percentage increased by 4,324 (2.73%), 4,268 (2.73%), 4,385 (2.74%), and 4,496 (2.74%) respectively. Accordingly the total number of classrooms under good conditions were 3,209 (3.13%), 3,268 (3.19%), 3,309 (3.19%), 3,459 (3.28%). It shows that Government has taken a lot of interest in improving the conditions of the classrooms. There was also a provision to minor and major repairs for the classrooms of private and government primary and upper primary schools.

**School Enrollment:** Despite availability of schools with all facilities, there is no guarantee that adequate number of children is enrolled in schools. This is another important and essential requirement for the government. The following table shows students enrollment in total Schools (class wise I to VII and gender wise) during the 2002-2003, 2003-2004, 2004-2005, 2005-2006 years in Bidar District.

Year	Class I		Class II		Class III		Class IV	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
2002-03	16,113	15,488	14,982	15,748	13,920	14,946	11,915	12,483
2003-04	18,138	17,912	17,328	17,434	16,729	17,391	14,979	15,918
2004-05	16,082	15,971	16,278	16,288	16,113	16,633	14,982	15,748
2005-06	14,039	22,117	21,922	20,174	22,122	20,654	21,322	20,218

  

Year	Class V		Class VI		Class VII	
	Boys	Girls	Boys	Girls	Boys	Girls
2002-03	10,407	10,781	10,363	10,730	10,311	10,642
2003-04	14,597	15,535	12,160	12,522	10,192	10,641
2004-05	13,920	14,946	11,915	12,483	10,407	10,781
2005-06	19,826	19,732	17,331	12,483	16,398	15,718

From the above table, it is observed that in the years 2002-03 and 2003-2004 the total schools class wise enrollment was more or less same. But during the year 2004-2005 and 2005-2006 there is increase in the enrollment of both boys and girls. This is due to the fact that there is an improvement in the number of classrooms, number of teachers, basic facilities, residential schools, Government schools etc have been increased under the Sarva Shiksha Abhiyan Programme. With increased coverage of schools, enrolment both at the primary and upper primary level of education has also increased significantly. Regarding gender percentage, girls enrolment in primary and upper primary classes reveal that there is consistent improvement in girls enrolment. The share of girls enrolment is increased subsequently as compared to boys.

**Number of Teachers in Schools:** Availability of teachers in schools is another important variable for quality education. In order to examine availability of teachers such as distribution of teachers working in Education Department, Social welfare, Local Body, Government Aided, Government unaided and other schools have been given in the following table. The numbers of teachers posts sanctioned in Education Department schools during the 2002-03, 2003-04, 2004-05, 2005-06 years in Bidar District.



Year	Education Department Schools	Social Welfare Department Schools	Local body schools	Total
2002-03	6,124	61	108	6293
2003-04	08	36	1,550	1594
2004-05	6,157	61	108	6326
2005-06	6,356	61	108	6525

A total of 6,124, teachers posts have been sanctioned Education Department in 2002-2003, 08 in 2003-04, 6,157 in 2004-05 and a total of 6,356 teachers in the year 2005-06. A total of 61, 36, 61, 61 teachers sanctioned in social welfare schools during 2002-2003, 2003-04, 2004-05 and 2005-06 respectively. Similarly, 108, 1550, 108 and 108 teachers posts are sanctioned in Local Body Schools in the years 2002-03, 2003-2004, 2004-2005 and 2005-2006 respectively. The below table shows the number of teachers posts sanctioned in Government Aided, Government Un Aided, Other schools in Bidar District in the year 2002-03, 2003-04, 2004-05, 2005-06.

Year	Number of Govt. Aided Schools	Number of Un Aided Schools	Other schools	Total number of Teachers
2002-2003	1,440	1,254	42	9,029
2003-2004	714	15	00	4,797
2004-2005	1,440	1,254	42	9,062
2005-2006	1,440	1,356	47	9,368

A total of 1,440 teacher's sanctioned in Government aided schools in the year 2002-2003, 714 in the year 2003-04, 1440 and 1440 in the year 2004-05 and 2005-06. Only in the 2003-04 the teachers sanctioned was less i.e., 714 as compared to 2002-03, 2004-05, and 2005-06. No of teachers sanctioned in Government un aided schools were 1254, 15, 1254, and 1356 during the year 2002-03, 2003-04, 2004-05, 2005-06 respectively. No of teachers sanctioned in other schools were 42, 00, 42 and 47 during the year 2002-03, 2003-04, 2004-05, 2005-06 respectively. And the number of teachers sanctioned in total in all the types of schools during 2002-03, 2003-04, 2004-05, 2005-06 was 9029, 4797, 9062 and 9368 respectively. The following statement showing single teacher schools (working) Education Department, Govt. Residential and non Residential Schools during 2002-03, 2003-04, 2004-05, 2005-06.

Year	Single teacher schools	Residential	Non-Residential
2002-2003	31	47	1187
2003-2004	48	41	1162
2004-2005	27	47	1168
2005-2006	22	47	1245

The percentage of government single teacher schools over a period of time declined significantly. However, a fairly good number of schools, both in urban and rural areas year wise were 31, 48, 27 and 22 in the years 2002-2003, 2003-2004, 2004-2005, 2005-2006 respectively and were functioning with only single teachers. Residential schools are defined as those schools which have an attached hostel and where the lodging and boarding facilities for students are provided by the schools. The total of Residential were 47, 41, 47, 47 and non Residential schools were 1187, 1162, 1168 and 1245 respectively. Compared to Government Single teacher schools and Residential schools, non residential schools are more. All these schools have all the facilities.

During the year 2011-12, in Government Schools, there were 1,425 sanctioned posts both in Lower Primary Schools and Higher Primary Schools and the working teachers were 1,245 in Aurad Taluk. There were 1,413 sanctioned posts both in Lower Primary Schools and Higher Primary Schools and the working teachers were 11,925 in Basavakalyan Taluk. There were 1,300 sanctioned posts both in Lower Primary Schools and Higher Primary Schools and the working teachers were 1,154 in Bhalki Taluk. There were 1,517 sanctioned posts both in Lower Primary Schools and Higher Primary Schools and the working teachers were 1,434 in Bidar Taluk. There were 1,220 sanctioned posts both in Lower Primary Schools and Higher Primary Schools and the working teachers were 1,102 in Humnabad Taluk. The total Posts sanctioned were 6,875 both in Lower Primary Schools and Higher Primary Schools and the working teachers were 6,127 in Bidar District.

**Retention Rate:** In the most commonly used method of assessing retaining capacity of the system, Hundred minus retention rate is termed as dropout rate. Needless to mention that retention rate is based on enrolment data over a period of five years.

**The following table shows about the Retention rate percentage of boys and girls at the primary level for the years 2002-2003, 2003-2004, 2004-2005, 2005-2006 in Bidar District.**

Year	Boys Percentage	Girls Percentage	Total Percentage	Teacher pupil ratio
2002-2003	65.57%	70.11%	67.84%	38
2003-2004	71.35%	78.75%	74.08%	39
2004-2005	67.55%	72.07%	69.96%	36
2005-2006	72.78%	77.01%	74.08%	39

During the years 2002-2003, 2003-2004, 2004-2005, 2005-2006, the retention rate shows lot of fluctuations. The retention rate of the boys during the year 2002-2003 was found to be 65.57%, which is been increased (71.35%) during 2003-2004 the same is decreased during 2004-2005 (67.55%) and again increased during 2005-2006 72.78%. The retention rate of the girls during the 2002-2003 was found to be 70.11% which was increased during 2003-2004 78.75% and again it is decreased 72.07% during 2004-2005 and again increased 77.01% during 2005 and 2006. The total retention rate among the boys and girls is minimum 67.84% in 2002-2003 as compared to 2003-2004, 2004-2005 and 2005-2006 i.e.74.08 percent, 69.96% and 74.08% respectively. The teacher pupil ratio in Bidar district is not subjected to much fluctuations which contributes better to retain of students than the other contributing predictors.

**Enrolment:** The following table shows the details of elementary school category, total schools, rural schools, total enrolment, rural enrolment and number of teachers in the year 2006-2007.

School category	Total Schools		Total Enrolment		Total Rural Enrolment		Number of Teachers	
	Govt.	Private	Govt.	Private	Govt.	Private	Govt.	Private
Primary	482	100	38,656	15,391	33,497	10,968	1,274	446
Primary with upper Primary	577	248	1,66,007	77,046	1,44,267	36,197	4,566	1,789
Primary with Upper Primary & sec/higher sec	9	14	2,492	4,736	2,196	1,586	77	85
Upper Primary only	6	5	1,722	2,247	1,722	213	69	36
Upper Primary & Sec/Higher Sec	6	3	865	554	648	126	58	22

In the above table, it can be noticed that the number of elementary schools of different category managements with respect to the total enrolment, rural enrolment and number of teachers in the year 2006-2007. When compared to private schools, the total enrolment and rural enrolment in governments schools is higher. Compared to government schools, the number of private Primary with upper primary & Sec/higher secondary schools are more. Where as in other category schools government primary with upper primary schools are more 482 and 577 respectively. During the year 2008-2009 the number of schools, talukwise and number of students have been increased. This can be noted from the following table. The following table shows the number of Primary schools and the total student enrolment and gender wise enrolment in the year 2008-09.

Taluk	No.of Schools	Students Enrolment	Boys	Girls
Aurad	339	46,215	23,879	22,336
Basavakalyan	323	57,503	30,315	27,188
Bhalki	326	47,549	24,849	22,700
Bidar	493	94,037	47,573	46,464
Humnabad	312	57,691	29,984	27,707
<b>Total</b>	<b>1793</b>	<b>3,02,995</b>	<b>1,56,600</b>	<b>1,46,395</b>

The above table explains about the total number of primary schools, total number of students (gender wise) in the year 2008-09. Total number of schools were 1,793 and the total enrolment of the students was 3,02,995 and accordingly enrolment of the boys and girls was 1,56,600 and 1,46,395 respectively.

Regarding basic facilities during the years from 2008-09 to 2009-10 is concerned, the total number of classrooms were 145 and the number of schools were 144. The Pupil-Teacher Ratio in lower primary Schools was 18.49 % and in higher primary schools it was 25.58 per cent and in elementary level 24.22. The total classrooms in elementary schools in 2008-2009 was 6,310 and 6,609 in the year 2009-2010. The district percentage of ownership of school building of elementary schools of government were 1,253 and 1,244. The percentage is 99.28. Bidar schools own at least 99% of the buildings.

In Bidar District, in the year 2009-10, the number of Block Resources Centers (BRC) were 5 and the number of Cluster Resources Centers (CRC)

were 85. The number of Gram Panchayats were 175 and the number of villages were 621. The enrolment of children at different levels of schooling from 1st standard to 5th standard was 228 and 658 (4.19%), 1st standard to 7th standard it was 303 and 015 (4.06%), 1st standard to 8th standard it was 334 and 314 (3.98%), 8th standard to 10th standard it was 79 and 608 (3.09%) and from 1st standard to 10th standard it was 382 and 623 (3.81%). The transition rate of SC, ST and OBC of 5th and 6th standard in Bidar District was as given below. The transition period among general student was 65.57%, SC 96.14%, ST 101.03%, OBC 83.80%, Muslim 143.23%, Other Minority 41.67%, and the total transition rate was 90.47% of which 92.21% was for boys and 88.69% was for girls. The gender parity in enrolment from 1st to 5th and 6th to 8th standard in descending order was 0.93% and 0.96%. When the enrolments of boys in 1st to 8th standard is compared with that of girls to examine gender parity, a ratio of 0.94 gets on surface. Likewise, the ratio works out to be 0.93 for 1st to 10th standards. It is clear that the index of gender parity is more than 0.90%. This is a welcome development. The following table shows the details of number of schools, total enrolment, boys and girls enrolment percentage wise and taluk wise in the year 2010-2011.

Lower Primary Schools and Enrolment							
Taluks	No. of Schools	Total Enrolment					
		Boys	%	Girls	%	Total	%
Aurad	187	18,309	94	17,234	96	35,543	95
Basavakalyan	115	22,307	96	42,702	94	65,009	95
Bhalki	135	18,446	98	17,035	93	35,481	95
Bidar	169	38,040	99	35,871	98	73,911	98
Humnabad	100	22,214	97	20,583	97	42,797	97
<b>Total</b>	<b>706</b>	<b>1,19,316</b>	<b>96.8</b>	<b>1,33,425</b>	<b>95.6</b>	<b>2,52,741</b>	<b>96</b>

In the year 2010 -11, the number of lower primary schools and higher primary schools and the rate of enrolment have increased in all the taluks and the total number of primary schools are 706. The total enrolment of the students are 2,52,741 (96%) of which total boys enrolment was 1,19,316 (96.8%) and girls was 1,33,425 (95.6%). As compared to all the taluks Bidar has the highest number of schools and students. The following table shows number of Higher primary schools, total enrolment, Percentage of attendance in the year 2010-11 in Bidar District.

Higher Primary Schools							
Total Enrolment (Gender wise and Percentage of Attendance)							
Taluks	No. of Schools	Boys	Attendance %	Girls	Attendance %	Total	%
Aurad	177	5,614	93	5,325	94	10,939	93
Basavakalyan	218	7,481	94	6,877	95	14,358	95
Bhalki	202	6,153	96	5,744	98	11,897	97
Bidar	352	12,817	97	12,544	95	25,361	96
Humnabad	229	7,561	93	7,561	93	15,122	93
<b>Total</b>	<b>1,178</b>	<b>39,626</b>	<b>94.6</b>	<b>38,051</b>	<b>95</b>	<b>77,677</b>	<b>94</b>

In the year 2010 -11 the number of Higher primary schools and the rate of enrolment have been increased in all the taluks and the total number of higher primary schools are 1,178. The total enrolment of the boys is 39,626 and the attendance percentage is (95%) and total girls enrolment was 38,051 and the percentage is (96.8%) and total enrolment was 77,677 the total (94%). As compared to all the taluks Bidar has the highest number of schools and enrolment, percentage of students attendance. The following is the status of number of schools (Government, Government Aided and private unaided and Tribal social Welfare Primary, Upper Primary and Primary with upper primary/sec schools) talukwise in Bidar District in the year 2011-12.

Taluk	Govt Aided	Unaided	Private Private	Tribal/ Social Welfare	Total
Aurad	308	17	44	3	372
Basavakalyan	245	22	80	2	347
Bhalki	219	25	51	3	298
Bidar	267	59	213	5	870
Humnabad	194	33	106	3	336
<b>Total</b>	<b>1,233</b>	<b>156</b>	<b>494</b>	<b>16</b>	<b>2,223</b>

It can be analysed from the above table about the number of Government, Government Aided and private unaided and Tribal social Welfare Primary, Upper Primary and Primary with upper primary/Secondary schools and the total of these talukwise. In all the taluks the Government Primary and Upper Primary schools are more as compared to private aided and private unaided. The total Government teachers were 1,233, Private Aided teachers were 156, Private Unaided teachers were 494. The total number of schools established by Tribal/Social Welfare was 16. Tribal/Social Welfare

department schools includes Rani Chennamma Residential Schools and Morarji Desai Residential schools. One central school established by the Central Government. The following table shows the nature of schools taluk wise in Bidar District in the year 2011-12.

Taluk	Primary	Primary with upper primary	Primary with upper primary/Sec	Boys	Girls	Co-edn	Rural	Urban
Aurad	200	172	-	-	1	370	343	29
Basavakalyan	129	218	-	-	2	345	302	45
Bhalki	154	144	-	-	-	298	237	61
Bidar	523	324	23	-	2	891	805	202
Humnabad	120	347	-	1	8	458	263	73
<b>Total</b>	<b>1,126</b>	<b>1,205</b>	<b>23</b>	<b>1</b>	<b>13</b>	<b>2,362</b>	<b>1,950</b>	<b>410</b>

Out of 1,126 primary schools, 200 are in Aurad, 129 in Basavakalyan, 154 in Bhalki, 523 in Bidar and 120 in Humnabad. Out of Primary with upper primary 172, 218, 144, 324 and 347 in Aurad, Basavakalyan, Bhalki, Bidar and Humnabad respectively. Only 23 Primary with upper primary/Secondary are in Bidar taluk. Out of all these one boy and 13 girls, 2,362 are co-Education Schools, 1,950 Schools are located in Rural areas and 410 schools are located in urban areas.

### **Rastriya Rachanatmaka Karya Samithi**

Is one among the prominent educational institutions in Bidar district, established in 1961 under the leadership of Veteran Gandhian late Sri. Kashinath Rao Belure, to bring socio-economic development in this Backward region. As a follower of Ram Manohar Lohiya and Jayaprakash Narayan Sri. Belure strived to establish socialistic pattern of society through this samithi.

To impart Education to Dalits, Poor and economically backward people, five decades back Sri. Belure started a day cum residential high school at Dongaon, Aurad Taluk. Then a high school at Alwai Taluk both Kannada medium high schools paved the way to spread kannada in pre-dominately Marathi speaking villages of the border area.

Now the samithi is running two Degree and two Pre-University college, one Girls high School, three High Schools, one primary school, one ITI, The

Kishanlal pandy college of Pharmacy at Bidar imparting Master, Bachelor and Diploma courses in Pharmacy.

Total 15 Institutes are under R.R.K. Samithi's Management with 300 staff and 3,500 students. Now Ex-MLA Sri. Ramesh Pandey is its President.

### **Shaheen**

Shaheen was founded with a total sum principle of providing Quality Education to the Society and create a revolution in the education fraternity. It also conceptualizes the idea of giving education to the poor communities in the rural district of Bidar. Shaheen Group of Institution comes under the umbrella of Allam Education Society, Bidar.

The Founder, Dr. Abdul Qadeer, an Engineering Graduate went to abroad to do a job in the gulf region and after few years into the job, he felt the need to serve the community especially in his Bidar district. He quit his well-paying job and came back to his roots with an intention of giving back to the society through the means of education. He always believed in imparting quality education in order to bring a revolution amongst the different walks of societies. From a humble beginning, before 27 years, on 14<sup>th</sup> December 1989, he started with just 15 students in a small room, his house under a tin roof with a vision of sowing the seeds of revolution amongst the society and the community as well. With what started as a small step towards a huge vision, went on to become an amalgamation of 11,000 students from 7 countries across the globe and 25 states of India. Today, shaheen has spread across 25 Branches including Bidar, Bangalore, Mysore, Gulbarga, Aurangabad, Raichur, Shimoga, Belgaum and few other locations. Shaheen has produced 1000 Doctors, thousands of Engineers in the past 3 decades and the Journey continues of serving the society in particular and the country in general

### **Karnataka School Quality Assessment Organisation (KSQAO):**

Karnataka School quality Assessment Organization is being constituted in the year 2005-2006 to develop an effective system for assessing quality of education in schools. The operational definition of the term KSQAO is 'Enroll all eligible children and retain them in the school system. They should progress to the next class by promotion on performance. 'So assessment for quality of a school would not only the students but also their



admission, attendance and retention in the school systems. The objectives of KSQAO are: 1) Assessment of the learning outcomes of students in selected competencies in different subjects in different classes; 2) To enable Stake holders, particularly parents and members of the community to appreciate the need for assessing quality and analyzing ensuing outcomes; 3) To make available all raw data and reports of assessment to all Stake holders, especially to the concerned, Schools, Clusters, Blocks and other local Authorities; 4) To create awareness on various issues concerning quality of education at different levels so that school assessment takes the centre stage. The quality assessment task of 5th and 6th standard students of all the government and aided schools with Kannada, Urdu, Marathi, Tamil and Telugu medium for the academic year 2007-2008. The reports are generated at Schools, Clusters, Taluk, District and State level on the basis of assessment made by the evaluation by the evaluates on all the subjects.

In Bidar there are Five Blocks and 81 clusters. The total number of schools and their Status position is given here:

Medium	Total Schools	Status position of achievement as compared to State					
		Qualitative Achievement					
		2005-2006	2006-07	2007-08	2005-2006	2006-07	2007-08
Kannada	857	30	25	30	46.12	55.80	59.57
Urdu	171	26	-	31	-	58.00	62.34
Marathi	248	-	8	9	-	61.40	68.22
Telugu	3	-	-	-	-	-	-
<b>Total</b>	<b>1,279</b>	-	-	-	-	-	-

The above table explains about the qualitative achievement of the students belonging to Kannada, Urdu, Marathi and Telugu from the year 2006-07 to 2007-08. It is observed that qualitative Achievement of the students increased from year to year. In the same way status position of the achievement of the students also increased from year to year. This is a positive sign regarding the progress of the students.

**Mid -Day Meal Programme:** Providing Nutritious food to all children under the noon meal programme is one of the ambitious programmes of the Government. The scheme is perhaps one of the largest programmes of its kind in the world. The scheme has recently been extended to Upper Primary

level of Education. The object of the programme is to supply nutritious food to the children of the poorer families and weaker sections of the society who are generally suffer from malnutrition. The scheme also aims at improving attendance in schools and the success of compulsory primary education in the state.

**Implementation:** In the beginning Deputy Commissioner of the district was responsible for implementation of the programme. In the year 2004-05 the responsibility of implementation was transferred to chief executive officers of the Zilla Panchayat at district level and executive officers of the panchayat at taluk level.

**Chief Executive Officer, Zilla Panchayat :** The Chief Executive Officers will take initiative of this scheme at district level. The Chief Executive Officers co-ordinates the programme with the co-operation of the officers of various departments, who are entrusted with various responsibilities to carry out this scheme satisfactorily. He is responsible to involve Deputy Director (Food and Civil Supplies), Deputy Director (Department of Public Instructions), Block Educational Officers etc, in this scheme. His main responsibilities are: 1) Collecting and transporting food materials with the co-operation of the Deputy Director, Department of Food and Civil Supplies; 2) Collecting oil, pulses and salt required to prepare food from Karnataka Food and Civil Supplies Corporation and transporting to the kitchen centers; 3) Paying contingency amount and monthly remuneration through Executive Officers, Taluk Panchayats; 4) Purchasing utensils, stove etc. as per the rules. Putting efforts to give fresh and good quality hot meals to students studying in 1st std to 10th standard of all the Government and Government aided schools in the district; 5) Taking action to collect and distribute vitamin tablets and D-worming tablets with the co-operation of the Department of Health and Family Welfare.

Deputy Director of the Department of Public Instruction assists the Chief Executive Officer at District level in the implementation of the scheme. His main responsibilities are: 1) Being liaison officer between the district and the Department; Collecting necessary information as part of the scheme; Submitting food indent; Giving utilization certificates, 2) Putting efforts to give fresh and good quality hot meals to students studying in 1st std to 10th standard of all the Government and Government aided schools

in the district; Taking action to collect and distribute vitamin tablets and D-worming tablets with the co-operation of the Department of Health and Family Welfare.

**Akshara Dasoha :** Additional officers are being deputed by the Department of Education to assist the Chief Executive Officer in the course of implementation of this scheme. At District level an officer of junior pay scale from Education Department is deputed to the office of the Chief Executive Officer as educational officer (Akshara Dasoha) to co-ordinate with this scheme in each district and one First Division Assistant (Two for North Eastern districts in Karnataka) is provided to assist him. Executive Officer, Taluk Panchayat assists the Chief Executive Officer at Taluk level in the implementation of the scheme. His main responsibilities are: 1) Getting ensured that food materials collected from food and civil supply Department reach the kitchen centers well in time; 2) Supervising and examining the preparation of food and timely distribution. Receiving cooks remuneration and contingency from the Chief Executive Officer and distributing to joint account of SDMC presidents and head cooks.

**The responsibilities of the block educational officer are:** Functioning as a link between the Executive Officer, Taluk Panchayat, Gram Panchayat, SDMC and Headmaster seeing that all school children are getting the good quality fresh meals; Submitting the school wise details, student strength and food indent to the concerned persons in time submitting utilisation certificates on time.

**Assistant Director of Public Instruction:** Additional staff is deputed from Education Department to assist the Executive Officer in the implementation of this scheme. At Taluk level the Assistant Director of Education Department (Akshara Dasoha) is deputed to Taluk office to co-ordinate with this scheme. One First Division Assistant is also provided to his assistance. His responsibility is to collect information about enrolment, attendance, beneficiaries, kitchen sheds, kitchen devices, cooks. He should see that every school in his per view gets hot cooked meal on all the school working days. He should carry out visits and inspect schools and cover 25% of schools in every quarter so that all the schools are covered in a year. He should consolidate information and submit to Education Officer working under CEO at Zilla Panchayat.

Role of SDMCs. Effective implementation of mid day meal programme at school level is the responsibility of school development and monitoring committee. Funds are released to the joint account of SDMC president and Head cook. Co-operating with the Gram Panchayat/City Municipal Council/Municipality in the implementation of this scheme; Actively participating in the selection of cooking staff; Participating in the supervision of the construction of kitchen; Supervising the preparation of fresh meals; Ensure the supply of good quality food grains; Seeing that good quality food is prepared and systematically distributed; Seeing that the Head master and teachers are not taking part in the preparation of food; Taking care that study hours are not spent for the preparation of food at any cost.

Role of Head Master/teachers; Giving the data of daily attendance of school children and indent of food to head cook; Ensure that food is served to all students from 1st to 10th standard; Educating the children about cleanliness; Ensure that the children wash their plates and keep it clean; Ensure the supply of good quality food grains; Collect necessary details from head cook and giving food indent and utilisation certificate to Block Educational Officer in time; Ensure proper quantity of food served to children; Keeping kitchen, serving area, school surrounding clean and maintaining the articles with the help of cooks. Atleast two teachers should taste food before serving to children and a register should be maintained for this ; Monitoring :Steering cum monitoring committee :Pas per GOI guidelines, steering cum monitoring committees have been setup at taluk, district and state level.

The Mid day meals programme was in existence in the princely State of Mysore as in 1946-47 and in 1951-52 the Department of Education had sanctioned Rs. 37,000 for the programme. During that time the programme had covered 57 middle and 25 high schools covering 9,366 pupils in the state. National Programme of Nutritional support to Primary Education known as mid day meal programme was launched as a CSS on 15th August 1995. The programme is expected to boost and sustain the pace of achieving the objectives under Universal Primary Education like Universal Enrolment, Universal Retention and Quality Improvement. The CARE ( Co-Operative American Relief Everywhere) programme also has helped in strengthening this scheme which is rendering its assistance from 1963-64 in the State. During the year 1981-82, there were 144 ranges

under CARE programme which benefited nearly 12,68,000. Under State Feeding programme 2.40 lakh school – going children were supplied energy food besides 8,060 children in the tribal areas.

In order to avoid wastage of time in the individual feeding centres and thereby enabling the teachers to concentrate upon academic work in schools, Central Kitchen Scheme was incorporated in the mid-day meals programme. Under this scheme food is prepared in a central kitchen and the cooked food is distributed to the feeding centres. At first in 1977-78, 10 such kitchens were started in 10 ranges and again in 1978-79 another 50 central kitchens in 50 ranges were added to the list.

The Mid day meal programme was initiated in Bidar District in 1959-60 and since then, midday meal are being provided to primary school children during intervals. The table given below indicates the number of mid day meal centers and the number of beneficiaries from the year 1970- 71 to 1974-75 in Bidar District.

Years	No. of Centers	Beneficiaries
1970-1971	187	22,800
1971-1972	190	33,000
1972-1973	410	54,142
1973-1974	388	30,005
1974-1975	374	36,840

The above table presents the statistical data about the mid-day meal programme in Bidar District. It shows that in the year 1970-1971 to 1974-1975 the total number of centers were 187 and the total number of beneficiaries i.e students were 22,800 and the same is been increased to 374 and 36,840 in the year 1974-1975. The taluk development Boards, Panchayats and School Betterment Committees are assisting this scheme by meeting the incidental charges incurred in the implementation of the scheme. The Public of the District also making contributions towards this scheme and for such other purposes as science equipment, furniture etc. The figures given below indicate the amounts of contributions made by the public in the form of cash and kind during the years 1970-1971 to 1974-1975.

Years	Cash	Kind	Total
1970-1971	2,895	91,474	94,369
1971-1972	10,474	90,535	1,01,009
1972-1973	19,461	28,423	47,884
1973-1974	17,430	34,782	52,212
1974-1975	21,831	65,110	86,941

In the above table, it can be observed that the contribution for mid day programme during the year was more in kind than in cash. That the kind contribution was worth of Rs. 65,110 and the cash was worth Rs.21,831. During the year, 1970-1971, 1971-1972, 1972-1973, 1973-1974 and 1974-1975, the total was 94,369, 1,01,009, 47,884, 52,212 and 86,941 respectively. Among all the years donation in the year 1971-72 it is more. As on 2010-11, the number of Government and Government Aided Primary Schools and High Schools provided Mid day Meals and the status of workers is presented taluk wise in the following table.

Taluks	No. of Govt. and Aided Primary Schools and High Schools Total number of cooks			
	Primary School	High School	Primary School	High Schools
Aurad	249	42	615	55
Basavakalyan	222	37	659	61
Bhalki	199	51	586	47
Bidar	203	98	607	55
Humnabad	178	49	468	81
<b>Total</b>	<b>1051</b>	<b>277</b>	<b>2935</b>	<b>299</b>

The provision of providing Mid day Meals in all taluk Govt. and Aided Primary Schools and High Schools is seen in the table. In all 1,051 primary schools and 277 high schools are having the facility of providing Mid day Meals of which in Aurad had 249 and 42, Basavakalyan had 222 and 37, Bhalki had 199 and 51, Bidar had 203 and 98 and Humnabad had 178 and 49 Govt. and Aided Primary Schools and High Schools. Similarly, the total number of cooks were more 2,935 in primary schools and 2,99 in High Schools. This is due to the less number of students are less in High Schools as compared to primary schools.

### Secondary Education

Secondary Education serves as a link between the elementary and higher education and plays a very important role in this respect. It concentrates mainly on learning a few subjects challenging the cognitive intelligence.

Secondary education spread over the ages of 15 and 16 and then to 17 and 18 in the senior secondary grades. These are the years of adolescence. These are the years of transition, a stage of emotional transformation and maturity that swings between and trauma, indeed most crucial years of life. A child's future is depend a lot on the type of education. She/he receives at the secondary level. Apart from grounding the roots of education of a child, secondary education can be instrumental in shaping and directing a child to a bright future.

After Reorganisation and the formation of the new State, the term 'Secondary Education' applied differently to schools and classes in different areas. In Hyderabad area, high schools education was of three years duration and in that area alone along with primary education, the duration of total school education was of 10 years, whereas in all other areas it was 11 years, either preceded by a eight years or seven years primary education.

**Multi-purpose High Schools:** A scheme of Multi-purpose High Schools was initiated in the State in 1955-56. About 13 high schools were converted into Multi-purpose High Schools. In Hyderabad-Karnataka (Bidar is a part of Hyderabad-Karnataka area) five schools were converted during 1955-56. During the year 1958-59, the Middle-cum-high schools in Hyderabad-Karnataka Region were made composite Government High Schools and a large number of High Schools also came up. In secondary Education, as per the recommendations of the Educational Integration Advisory Committee, which were also based on those of the Mudliar Commission on secondary education, the future pattern of secondary education was to be a four years course. The new curriculum was introduced all over the state in the year 1960-61 and extended to standard IX and X during 1961-62 and 1962-63 respectively.

Before reorganization there were two types of high schools in the Gulbarga area, the English high schools and the Osmania high schools. The English high schools followed the regulations of H.S.L.C. of Madras University and the Osmania high schools prepared the students to the Osmania University. The Anglo-Vernacular School in Gulbarga was opened in 1875-76, which became a high school in 1885-86 and the school at Bidar was upgraded to a high school in 1891. In 1916, there was one Osmania high school at Gulbarga and were five in 1935. In 1937, the Board of Secondary education was constituted and both Osmania matriculation

and H.S.L.C.course were merged into a common course known as Higher Secondary Certificate Examination with Urdu and English as medium in the entire State of Karnataka. At the time of Reorganisation of the State in 1956, there were 19 High Schools of which 11 were government and eight were private and 15 were for boys and four for girls.

A Board of Secondary Education consisting of representatives of the Education, Commerce and Industries, Co-operation Agriculture and Engineering Departments, as also representatives of girls education and of the public, was in existence to guide and supervise secondary education in the erstwhile Hyderabad State, prior to the States reorganization. Text Book Committees were constituted to prepare syllabi and also select suitable books of studies for the classes of secondary stage.

**Later re-organisation :** The high schools established in the old Hyderabad State were of three kinds, namely, English high schools, Osmania high schools and combined high schools. The English high schools were those which prepared pupils for the Higher Secondary Leaving Certificate and the Local Cambridge examinations and had English as the medium of instruction. The Osmania high schools followed the courses of study laid down by the Osmania University for the Osmania Matriculation Examination and had Urdu as medium of instruction. In the combined high schools, there were parallel classes for the Higher Secondary Leaving Certificate Examination and for the Osmania Matriculation Examination. These two systems of examinations were later amalgamated and brought under the control of the Board of Secondary Education, with common courses of studies and a common examination at the end of the secondary stage. Special emphasis was laid on the teaching of science and manual training.

The whole system of education was later reorganized in such a way as to facilitate bifurcation at the end of any stage of instruction, that is primary, lower secondary, higher secondary or university stage. Under the revised scheme, secondary education extended over a period of six years from class V to class X. Urdu was the medium of instruction in almost all the secondary schools during the Nizam's rule. The regional language was rarely permitted as a medium in a few schools.

After the reorganization of the state, the Karnataka Government took steps to integrate the different patterns of education obtaining in the various areas that constituted the new State. In December 1956, an Educational



Integration Advisory Committee was constituted to evolve a common pattern of education for the entire State. As per the recommendations of this committee, the Government passed orders directing that the pre-college education throughout the State was to consist of higher secondary education course (seven year of primary education four year of higher secondary education). The new syllabus took effect from the year 1960-61. It was further revised, abolishing the electives, from the year 1969-70.

**New scheme of studies :** As per the recommendations of the Kothari Commission, the State Advisory Board of Education suggested the adoption of a common curriculum of general education for the first 10 years of school education. Accordingly, new syllabi recommended by a general curriculum committee and several sub-committees for standards VII, IX and X were implemented during the period from 1969-70 to 1970-71 in all the secondary schools of the State. In 1915 in the larger undivided district of Bidar of the erstwhile Hyderabad State, there were only three high schools, one each at Bidar, Kohir and Udgir. The high school at Bidar was maintained by Government and had a pupil-strength of 328 under the charge of 15 teachers. There was very slow progress and in 1954-55, the number of high schools was only six with a student-strength of 4,124.

After the merger of Bidar district into the new Mysore State in 1956, there was considerable expansion of secondary education. As on 31st March 1957, there were 10 high schools for boys, one was a Government high school for girls and the remaining four were aided high schools for boys. Gradually, some local bodies also started several high schools. As a result there has been a great increase in the number of high schools as also in the strength of students. In March 1975, there were in all 57 high schools with a pupil -strength of 10,169 boys and 1,877 girls under the charge of 557 men and 69 women teachers.

Though it may not come under technical or qualified institution, but really providing the essential base of manpower development is through the high schools. The high schools make a person eligible for employment, though at the lowest ladder in any institutional working. Given this, the threshold level of development namely the high schools existing in Bidar District. The total number of high schools existing in Bidar District are 313 as against 1374 in Hyderabad –Karnataka region.

In the year 1981, the number of high schools were 65 and the number

of teachers were 620 and the total number of students 6061 and gender wise the male and female students were 2,261 and 3800. Meanwhile in the 1998-99 some of the schools were attached to composite junior colleges the number of high schools increased from 65 to 81. The following table shows the number of composite Secondary schools in the Bidar District with enrolment and total number of students during the year 1998-1999. (Taluk wise)

Taluk	Number of Secondary Schools	Number of Students
Aurad	18	2354
Basavakalyan	17	2734
Bhalki	18	2584
Bidar	14	2772
Humnabad	14	3375
<b>Total</b>	<b>81</b>	<b>13819</b>

The above table indicates about the number of High Schools spread over in different taluks in Bidar District. There were 18 in Aurad,17 in Basavakalyan,18 in Bhalki, and 14 each in Bidar and Humnabad. Compared to all the taluks, in Aurad and Bhalki i.e. 18 in each taluks and the number of students have been increased from 6061 to 13819 from the year 1981 to 1998-99. The total number of students in each taluk is 2,354 (Aurad), 2,734 (Basavakalyan), 2,584 (Bhalki), 2,772 (Bidar) and 3375 (Humnabad) and the number of students are more in this taluk. During the year 2008-09, the number of high schools have been increased from 81 to 227 and the enrolment of the students were 23,052 boys and 24,580 girls in Bidar District. The following table shows the management wise number of Secondary schools in the year 2011-12 in Bidar District.

Taluk	Number of Secondary schools					Total
	Govt	Private Aided	Private Unaided	Tribal/SocialWelfare Department	Central Govt	
Aurad	29	17	17	1	-	64
Basavakalyan	35	11	38	2	1	87
Bhalki	27	15	29	2	-	73
Bidar	29	34	66	4	1	134
Humnabad	36	17	49	2	-	104
<b>Total</b>	<b>156</b>	<b>94</b>	<b>199</b>	<b>11</b>	<b>2</b>	<b>462</b>

The above table shows about the total number of Secondary schools management wise in different taluks in Bidar District. In the year 2011-12, there were government high schools i.e. 156, Private Aided high schools i.e. 94,199, Private Unaided high schools 11 Tribal/Social Welfare Department schools includes Rani Chennamma Residential Schools and Morarji Residential Schools (Primary Upper Primary and Secondary Schools) spread over five taluks and 2 Central Government schools Jawahar Navodaya Schools. Compared to Government and Government Aided High Schools, Private Unaided High Schools are more i.e 199. The following table shows the number of Secondary schools management wise and their nature and location in the year 2011-12 in Bidar District.

Taluk	Management wise nature and location of Secondary schools				
	Boys Schools	Girls Schools	Co-Education	Rural	Urban
Aurad	1	4	59	56	8
Basavakalyan	1	6	80	62	25
Bhalki	-	2	71	52	21
Bidar	1	8	125	47	87
Humnabad	2	8	94	68	36
<b>Total</b>	<b>5</b>	<b>28</b>	<b>429</b>	<b>285</b>	<b>177</b>

The above table says about the nature and location of High Schools of Bidar District. The table shows that the number of Boys High Schools are less as compared to Girls and Co-education High Schools. As per the location, Rural High Schools are more i.e. 285 as compared to Urban High Schools i.e 177. Out of 5 boys schools 2 are in Humnabad, one each in all the remaining taluks, out of 28 girls High Schools 4, 6, 2 are in Aurad, Basavakalyan, Bhalki respectively and 8 each in Bidar and Humnabad.

As on 2010-11, the infrastructure facilities in all management high schools are concerned out of 432 number of High Schools, 330 high schools have common toilets, 297 High Schools have girls toilet, 334 High Schools have electricity facility, 341 High Schools have play ground facility, 129 High Schools have ramp facility, 249 High Schools have compounds, 383 High Schools have drinking facility, 328 High Schools have Library facility and last but not least 159 High Schools have computer facility. To achieve 100 percent improvement, government and private managements have to take care of providing all the facilities to the children.

The following table shows working teacher High School Teachers.

Name of the Taluk	Education Department		Aided		Un Aided	
	S	W	S	W	S	W
Aurad	277	247	179	164	456	411
Bhalki	274	235	188	179	462	414
Basavakalyan	332	284	205	93	537	377
Bidar	279	258	320	301	599	559
Humnabad	356	308	146	137	502	445
<b>Total</b>	<b>1,518</b>	<b>1,332</b>	<b>1,038</b>	<b>874</b>	<b>2,556</b>	<b>2,206</b>

The total number of High school teachers sanctioned posts were 2,556 and actually working were 2,206 out of 2,556 sanctioned posts 1,518 were government, 1,038 were private aided. Almost all the sanctioned posts have been filled in all the taluks.

**Hostel Facilities** : The government has provided two types of hostel facilities to the students, one is Pre-Matric and Post-Matric. Apart from the Residential schools by the government and private managements, there is a financial (scholarships, freeships and loans) and hostel facility to the poor and disadvantaged students and needy students for all kinds of students. The following is the table which shows the provision of hostel facility. Pre-Matric and Post Matric students provided to the students of School and High School students talukwise in the year 2010-11.

Taluk	Total Government Pre-Matric Hostels and the number of Students					
	Total no.of Hostels for Boys	Total no. of Students	Total no.of Hostels for girls	Total no. of Students	Total no. of Hostels	Total no.of Students
Aurad	9	505	1	50	10	555
Basavakalyan	12	757	1	50	13	807
Bhalki	6	325	2	100	8	425
Bidar	8	425	1	50	9	475
Humnabad	8	450	3	200	11	650
<b>Total</b>	<b>43</b>	<b>2,462</b>	<b>8</b>	<b>450</b>	<b>51</b>	<b>2,912</b>

**Government Post Matric hostel facility during the year 2010-2011 in Bidar District.**

Taluk	Government Post Matric Hostel			Morarji Desai & Residential Hostel			
	Total no. of Hostels for Boys	Total no. of Students	Total no. of Hostels for girls	Total no. of Students	Total no. of Hostels	Total no. of Students	Total no. of Hostels
Aurad	1	100	1	100	2	200	1
Basavakalyan	1	100	1	100	2	200	1
Bhalki	1	90	1	75	2	165	1
Bidar	2	300	1	100	3	400	1
Humnabad	1	115	1	75	2	190	1
<b>Total</b>	<b>6</b>	<b>705</b>	<b>5</b>	<b>450</b>	<b>11</b>	<b>1155</b>	<b>5</b>

**Government Aided Pre - Matric hostel facility during the year 2010-2011 in Bidar District.**

Taluk	Government Aided Pre-Matric Hostels			Morarji Desai & Residential Hostel		
	Total no. of Hostels for Boys	Total no. of Students	Total no. of Hostels for girls	Total no. of Students	Total no. of Hostels	Total no. of Students
Aurad	-	-	-	-	-	-
Basavakalyan	-	-	-	-	-	-
Bhalki	1	100	-	-	1	100
Bidar	4	175	1	50	5	225
Humnabad	-	-	-	-	-	-
<b>Total</b>	<b>5</b>	<b>275</b>	<b>1</b>	<b>50</b>	<b>6</b>	<b>325</b>

From the above table, we can notice that there are Pre-Matric and Post Matric hostel facilities to the Primary, Upper Primary and High School students in Bidar District. The Government provided boys and girls hostels in all the taluks 51 hostels of which boys hostels were 43 (in Aurad 9, Basavakalyan 12, Bhalki 6, Bidar 8 and Humnabad 8) and girls hostels were 8 (in Aurad 1, Basavakalyan 1, Bhalki 2, Bidar 1 and Humnabad 3) and the number of boys students were 2462 (in Aurad 505, Basavakalyan 757, Bhalki 325, Bidar 8425 and Humnabad 450) and girls were 450 (50 in Aurad, Basavakalyan 50, Bhalki 100, Bidar 50 and Humnabad 200).

Similarly, Government Post Matric hostels in Bidar District were 11 and the number of students are 1,155. Out of 11, 6 boys hostels one each in Aurad, Basavakalyan, Bhalki, and Humnabad and 2 in Bidar) and girls hostels were 2 each in Aurad, Basavakalyan, Bhalki, and Humnabad and 3 in Bidar). Apart from these there were 5 Morarji Desai Residential Hostels and 9 Ashram Hostels in Bidar district. In total, 14 boys and girls Residential hostels of which 5 Morarji Desai Residential Hostels one each in all the taluks and 9 Ashrama hostel of which 2 each in Aurad, Basavakalyan, Bhalki and Humnabad and 3 in Bidar. And the number of students were 825, out of these 75 students were in Aurad, 225 in Basavakalyan, 75 in Bhalki, 375 in Bidar and 75 in Humnabad. In private aided Pre-matric Hostels, the total boys hostels were 5 (one in Bhalki and 4 in Bidar) and students in these hostels are 275, Accordingly, 6 girls hostels, 1 in Bhalki with 50 students. The total students staying in hostels were 325.

**The following table shows details about the Government Pre-Matric for SC Students Hostels in all the taluks of Bidar district.**

Taluk	Government Pre-Matric Hostels for SC Students					
	Total no. of Hostels for Boys	Total no. of Students	Total no. of Hostels for girls	Total no. of Students	Total no. of Hostels	Total no. of Students
Aurad	1	35	-	-	1	35
Basavakalyan	1	35	-	-	1	35
Bhalki	1	35	-	-	1	35
Bidar	1	35	-	-	1	35
Humnabad	1	35	-	-	1	35
<b>Total</b>	<b>5</b>	<b>175</b>	<b>-</b>	<b>-</b>	<b>5</b>	<b>175</b>

The above table explains about the Government Pre-Matric SC Students Hostels in the five taluks of Bidar District. In total, five hostels are working and 175 students are inmates. Each taluk has one hostel and 35 students and there is no girls hostels. The following table shows details about the Government Post-Metric for SC Students. Hostels in all the taluks of Bidar district as on 2010-11.

Taluk	Government Post-Metric Hostels for SC Students					
	Total no.of Hostels for Boys	Total no. of Students	Total no.of Hostels for girls	Total no. of Students	Total no. of Hostels	Total no.of Students
Aurad	2	97	1	-	3	97
Basavakalyan	2	121	1	38	3	159
Bhalki	3	111	1	-	4	111
Bidar	5	380	3	120	8	500
Humnabad	2	134	4	48	6	182
<b>Total</b>	<b>14</b>	<b>843</b>	<b>10</b>	<b>206</b>	<b>24</b>	<b>1,049</b>

The above table explains about the Government Post-Matric SC Students Hostels in the five taluks of Bidar District. In total, 24 hostels including girls and boys are working and 1,046 students are inmates. Three taluks namely Aurad, Basavakalyan and Humnabad, have two hostels each and Bhalki has 3 and Bidar has three. Out of 1,046 students 97 are in Aurad, 159 in Basavakalyan, 111 in Bhalki, 500 in Bidar and 179 in Humnabad.

**S.S.L.C Results :** At the end of the tenth year of schooling, a public examination (Secondary School Leaving Certificate Examination) is conducted by the State Secondary Education and Examination Board. The following table shows the number of pupils who appeared and passed during some recent years:

Years	Number of students Appeared	Number of students Passed	Total Pass Percentage
1969	2,150	727	33.8
1971	2,574	981	38.1
1974	2,816	1,360	48.0
1975	2,540	1,152	45.4
1976	2,661	952	35.8

After the analysis of the results of tenth standard of all the years, the pass percentage is average and below average as compared to other districts and as compared to Karnataka State level. Even in the above table, one can observe that, Bidar District has shown the less pass percentage during the years 1969, 1971, 1974, 1975 and 1976 as 33.8%, 38.1%, 48.0%, 45.4% and 35.8% respectively. In the year 2012 Bidar District registered the lowest pass percentage i.e 32.27%.

The percentage of SSLC result and ranking of the district during 2013-67.95% (34), 2014-78.35% (34), 2015- 80.24% (28), 2016- 75.93% (25), 2017- 62.20% (34), 2018-60.71% (33).

### Pre – University Education

Consequent on the abolition of the two-year Intermediate Course, one year Pre – University Course was introduced during the year 1956-57. Selected high schools were converted into higher secondary schools by adding Standard XI. The administrative control of the higher secondary schools vested with the Department of Public Instruction. Side by side, one year pre-university education was also provided in the erstwhile intermediate colleges independently or attached to first grade colleges. This came under the control of the universities and later on passed on to the control of the Department of Collegiate Education, after it was established. At the end of first year pre-university course or standard XI, a Public Examination was conducted by different universities in their respective areas. Accepting the National Policy of Education of the 10+2+3 pattern, the State Government introduced the two year Pre University Course from the academic year 1971-72. The course consists of two languages and four electives selected from a wide range of subjects.

A Board of Pre-University Education was constituted by government in 1970. This board is headed by the Vice-Chancellor of one of the universities in the state by turns. It has Ex -officio and nominated members representing various interests. The Director of pre-university education is the member secretary of the Board. The Directorate has a Central Office with officers and other staff but has no functionaries at the Divisional or District levels. While there is uniformity in syllabus , text books, examinations, etc, the junior colleges in the state come under the administrative control of different authorities. The composite Junior Colleges come under the Department of Public Instruction and the Pre-University classes attached to the First Grade Colleges come under the purview of the Directorate of Collegiate Education, and the Directorate of Pre-University education has independently junior colleges under its direct control.

The rhythmic approach has been found to be a suitable method of understanding the educational development in Hyderabad Karnataka. Because it is outwardly and inwardly as well as has a vast coverage, which has grown up over a period of time in an endless fashion. Therefore, it is essential to draw some meaningful similar to the treatment accorded



to other levels of education. Growth of Colleges in Higher Secondary/Pre-University Education in Bidar District during the years 1990-91 to 1999-2000.

Year	Management wise Pre-University Colleges		
	Government	Private Aided	Private Unaided
1990-91	4	3	6
1991-92	4	3	9
1992-93	5	3	13
1993-94	6	5	12
1994-95	7	5	12
1995-96	8	6	18
1996-97	9	6	28
1997-98	9	8	34
1998-99	19	8	37
1999-2000	20	10	39

The above table exhibits the growth of pre-university colleges in Bidar district from the year 1990 – 91 to 1999- 2000. It shows that the highest growth of pre-university colleges was seen in unaided colleges i.e 208 followed by government i.e.88 and lastly the aided colleges 57. The physical and population density in the context of pre-university colleges the number of colleges are 65 as per the area 5448 i.e 83.81 areas per sq.km per college. And population per college is 23,098. It means 88 colleges for a population 15,01,374. It means that there is a single college for every 83.81 percent of population. It shows that there is a positive growth in the development in the pre-university colleges in Bidar District. The following table shows the total enrolment of Pre-university college students belonging to SC,ST and others with respect to male and female of Bidar District from the year 1990-91 to1999-2000.

Year	Categorywise Enrolment of Pre-University College								
	Scheduled caste		Scheduled Tribe		Others		Total		Grand Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
1990-91	4,639	2,213	1,974	1,009	5,281	2,511	11,894	5,733	17,627
1991-92	4,883	2,392	1,515	982	5,628	2,728	12,026	6,102	18,128
1992-93	4,871	2,690	2,147	910	5,536	3,091	12,554	6,691	19,245
1993-94	5,251	3,159	2,157	603	5,988	3,688	13,396	7,450	20,846
1994-95	5,558	3,378	1,725	518	6,407	4,093	13,690	7,989	21,679
1995-96	5,329	3,497	1,631	580	6,047	4,093	13,007	8,170	21,177

1996-97	5,440	3,705	2,154	478	6,123	4,354	13,717	8,537	22,254
1997-98	5,568	3,626	1,598	942	7,195	4,112	14,361	8,680	23,041
1998-99	6,055	3,950	2,454	1,336	6,329	4,540	14,838	9,826	24,664
1999-2000	6,139	4,300	2,430	1,159	7,010	4,979	15,579	10,438	26,017

The growth of enrollment in pre-university colleges of Bidar district is being explained in this table. It shows total and category wise enrollment. In SC, girls have higher growth from 2213 to 4300 in enrollment and among the boys the enrolment was increased from 4639 to 6139. In case of ST category the boys enrolment has been increased from 1974 to 2430 which is higher growth than girls 1009 to 1159 at pre-university colleges. In other categories the enrolment of boys increased from 5281 to 7010 as compared to girls enrolment 2511 to 4979. The total number of all the students in the year 1990-91was 17,628 and the same is been increased to 25,276 in the year 1999-2000. Management wise total number of Teachers Strength in Pre-University Colleges in Bidar District from the year 1990-91 to1999-2000.

Year	Government			Private Aided			Private Unaided			Grand Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
1990-91	367	55	422	92	8	100	69	19	88	528	82	610
1991-92	432	57	489	124	15	139	75	28	103	631	100	731
1992-93	450	57	507	137	17	154	78	30	108	665	111	776
1993-94	455	62	517	150	34	184	93	30	123	698	126	824
1994-95	455	62	517	150	34	184	98	35	133	703	131	834
1995-96	496	85	581	163	35	198	105	40	145	764	160	924
1996-97	496	85	581	160	35	195	110	42	152	766	162	928
1997-98	518	108	626	162	35	197	120	50	170	800	193	993
1998-99	518	120	638	162	36	198	120	56	176	800	212	1012
1999-2000	520	137	657	105	40	145	125	56	181	750	233	983

The above table explains about the management wise growth of teachers strength in pre-university colleges of Bidar district from the year 1990-91 to 1999-2000. The highest growth of teachers was observed in private unaided colleges from 88 to 181 from the year 1990-91 to 1999-2000 followed by private aided colleges from 92 to 105 from the year 1990-91 to 1999-2000. In Government Colleges the number of teachers increased from 422 to 657 from the year 1990-91 to 1999-2000. Compared to male teachers, female teachers increased from 55 to 137. In private aided colleges the male teachers are more as compared to female teachers i.e 105 and 40. In total, number of male teachers have been increased from 92 to 105 were as female teachers have been increased from 8 to 40 in private aided colleges. The following table shows the Teacher - student Ratio at Pre-University Colleges during the years 1990-91 to 1999-2000.

Management wise Teacher - student Ratio in Pre - University Colleges			
Year	Government	Private Aided	Unaided
1990-91	51.84	41.25	12.32
1991-92	18.54	38.36	86.79
1992-93	18.72	36.75	44.53
1993-94	20.16	33.32	41.27
1994-95	20.84	34.44	42.65
1995-96	18.91	32.64	38.02
1996-97	72.08	101.11	60.54
1997-98	86.85	126.33	58.59
1998-99	87.60	107.74	61.46
1999-2000	81.08	129.68	63.89

The above table indicates about the Teacher - Student Ratio in pre - university colleges in Bidar District from the year 1990-91 to 1999-2000. In the beginning year 1990-91 in government colleges it was 51.84 and it is been increased 81.08 in 1999-2000. In private aided Colleges it is increased from 41.25 to 129.68 from the year 1990-91 to 1999-2000. In private unaided colleges the Teacher - Student Ratio in the year 1990-1991 was 12.32 and the same is been increased to 63.89. On an average the total Teacher- Student Ratio is increased in all the management Pre-University colleges in the whole Karnataka. The following table shows the No. of Pre-University Colleges, No. of Lecturers and the status of Enrollment as on 2010-11 (Talukwise) in Bidar District.

Taluk	Enrolment of the Students in Pre-University Colleges									
	No. of Colleges Total	No. of Lecturers	Government		Private Aided		Private Unaided		University Colleges	
			Male	Female	Boys	Girls	Boys	Girls	Boys	Girls
Aurad	15	82	7	78	57	57	588	75	45	900
B'Kalyan	26	103	22	200	212	447	326	2621	12017	15823
Bhalki	38	218	107	299	405	993	1338	1821	1056	5912
Bidar	43	116	36	188	267	878	703	304	277	2617
Humanabad	17	91	24	227	278	13	385	532	571	2006
<b>Total</b>	<b>139</b>	<b>610</b>	<b>196</b>	<b>992</b>	<b>1,219</b>	<b>2,388</b>	<b>3,340</b>	<b>5,353</b>	<b>13,966</b>	<b>27,258</b>

The above table shows the status of pre-university education taluk wise in the form of total number of colleges, total number of lecturers (gender wise) and total number of students (gender wise) in private aided and private unaided colleges. At present there are 1,202 government Pre-University colleges of which 637 are private Aided pre-university colleges, 1936 are private unaided pre-university colleges in the whole Karnataka. Out of total Pre-University colleges of Bidar District government colleges are only 25, aided colleges are 32 and unaided colleges are 72. Recently Eight colleges have been established according to the revised list from the office of the directorate of collegiate education. The details are not available.

When compared to all the taluks, Bidar taluk has the highest number of colleges and the number of male and female teachers are 116 and 36. The highest number of lecturers 325 of which 218 are Male and 107 Female found in Bhalki and highest number of students in total found in Basavakalyan 15,823. Because of less government colleges in all the taluks the total number of students studying in government colleges are less. The total number of colleges, the total number of lecturers and total number of students are less in Aurad. Pre-University College facilities are available in only 0% of the villages. The teacher student ratio is also very low in all the taluks and in all the type of Management Colleges i.e. In aided colleges teacher -student ratio is highest.

**Kendriya Vidyalaya Air Force Station.**

The scheme of Kendriya Vidyalaya was initiated in the country during 1962, to meet the educational needs of the children of transferable central government employees by providing a common programme of education, to initiate and promote experimentation in education in collaboration with NCERT, CBSE and other bodies and to bring about national integration. The sole creation for admission in Kendriya Vidyalaya is the test of transferability of the parent. The first Kendriya Vidyalaya in Karnataka was started in the year 1963-64.

Kendriya Vidyalaya Sangathan a premier organization in India administering 1087 school on 1-11-2011 known as "Kendriya Vidyalaya" with 10,58,450 students as on 31-3-2011 and 49,286 employees including outsourced on rolls as on 1-7-2011. Recently 7 new regions established for better and more effective functioning of the sangathan. Kendriya Vidyalaya, Air Force Station, Bidar is located at the tip of the Deccan plateau with beautiful sights & pleasant weather and have come to be known as centre of excellence in the field of secondary and senior secondary education promoting national integration and a sense of "Indianness" among the children while ensuring their total personality development and academic excellence.

Kendriya Vidyalaya, Air Force Station, Bidar started in the year 1975 under Defence Sector with classes I to V. The Vidyalaya is working with the aim to fulfill the following objectives. 1) To cater the Educational needs of the children of Air Force Station Bidar of transferable Central Government employees by providing a common programme of Education; 2) To pursue excellence and set the pace in the field of school education. 3) To initiate and promote experimentation and innovations in education in collaboration with other bodies like the Central Board of Secondary Education (CBSE) and the National Council of Educational Research and Training etc. and 4) To develop the Vidyalaya as a model school in the context of National goals of India Education; 5) To prepare the future citizens of India with all-round development; 6) To develop the spirit of national integration and create a sense of "Indianness" among children. Now, the Vidyalaya having classes I to X three sections each and plus two classes Science stream with one section each. As on 01-10-2012 the enrolment position in the Vidyalaya is 1360 including all the classes.

**Infrastructural Facilities:** The main block consist of rooms with 3 labs, 2 computer labs, library, staffroom, sport room , Teaching aids rooms ,activity room ,S.U.P.W room and art room. New building of additional 12 classrooms, junior lab, computer room and teaching aids room was inaugurated in August 2006. The Secondary campus is equipped with facility for only Staff Members.

**Library:** The Vidyalaya Library is well maintained with good number of useful books in all fields which includes latest volumes of encyclopedias, career development etc. The library has a computer with a bank of CDs. Class library for the primary students are available.

**Laboratories:** The Vidyalaya is having well equipped laboratories for Physics, Chemistry, Biology and computer Science separately and Junior Science Lab for middle classes. The Vidyalaya has three computer laboratories which consists of 80 Computers with Broadband internet connection. The students enjoy the facility of Technology Aided Learning process.

**Activity Room:** The activity room comprises of LCD, Colour TV, OHP, Slide projectors etc. provide modern education using the latest technology.

**Sports and Games:** The department is well equipped and provides adequate opportunities to train and excel in different activities, coaching to students in the games of their choice and exposure to participate in interschool, KVS cluster/Regional/National level events. Scouts, Guides and N.C.C. Scouts and guide mission is running successfully under the guidance of principal and trained teachers.

**CCA - The Mission and Vision is:** A considerable Continuous Conscientious concatenation is provided to bring out the hidden talents of Students. House masters have to identify, develop and motivate the Capability, Capacity and Ability of every child through variety of programmes school inculcating aesthetic, spiritual and ethical values. Bulletin board competitions are a regular feature.

**Art Education:** Vidyalaya is taking special care to nourish and nurture the artistic talents of children and provide motivation for participation in various Local, Regional and National level competitions.



**Extra Curricular Activities:** 1) Community lunch to promote communal harmony. 2) Visit to places of historical interest and value; 3) Encouraging children to participate in external competitions like Green Olympiad / Maths Olympiad, Science Olympiad and other local events.

**Other amenities:** The Vidyalaya has a children's park exclusively for primary Kids, possess and maintains a beautiful garden and lawn, has adequate furniture for the students. The Vidyalaya also taken some of the works which are under progress. There are separate block for primary sections, Basket Ball Court, Renovation, development of Track for Athletics, Auditorium and Separate Music Hall. The School promotes the all-round development of the students by providing ample opportunities viz, participation in co-curricular activities according to the students interest, Games and sports, work experience, Drawing and Painting, Club activities, Vocational training, Computer education, Value education, Scout and Guides activities, adventure programmes etc. along with regular teaching learning process. The following table shows the total result of the X and XII students academic achievement from the year 2005-2006 to 2010-2011 of Kendriya Vidyalaya.

	Class	No. of Students Appeared	No. of Students Passed	Pass Percentage
2005-06	X	100	96	96%
	XII	52	52	100%
2006-07	X	77	76	100%
	XII	42	42	100%
2007-08	X	190	190	100%
	XII	59	55	93.2%
2008-09	X	139	137	98.5%
	XII	53	50	94 %
2009-10	X	69	61	100%
	XII	83	82	98.8%
2010-11	X	60	60	100%
	XII	87	81	93.1%
2011-12	X	141	141	100%
	XI	91	67	73.6%
	XII	77	71	92.20%

In the year 2005 and 2006 the passing percentage of the X standard students was 96% and it was increased to 100%. From the year 2006-2007

and onwards except 2008-2009 ( 98.5 % ) , in all the remaining years till 2010-11 it was 100%. Like wise the passing percentage among the XII standard students in the year 2005 - 2006 100%, in the year 2006-2007 it was 100%, in the year 2007-2008 it was 93.2%, in the year 2008-2009 it was 94 %, in the year 2009-2010 it was 98% and in the year 2010-11 it was 93.1%. In the year 2011-12 the total passing percentage of XI and XII is 73.6% and 92.20% respectively.

**Jawahar Navodaya Vidyalaya:** This school is situated as an exemplary place of spiritual leader and reformer Lord Basavanna at Basavakalyan, is a holy place for all in the Karnataka state in Bidar District. This part of land is having rich and varied points of historical as well as religious importance. This pilgrim place makes this Vidyalaya an abode of excellent learning up to +2 levels.

Being one of the oldest Jawahar Navodaya Vidyalaya in India, has got a wide and green campus at the village of Narayanpur about 6.5 Kms away from the Taluk place Basavakalyan. Buses for all the important cities like Hyderabad, Mumbai, Bengaluru are readily available as this Vidyalaya is very adjacent to the National Highway No; 09. All the long route buses are touching Saptapur Bangla to reach this Vidyalaya. This Vidyalaya is around 70 Kms away from the Regional Office, Hyderabad. The nearest Railway Station is at Kalaburgi which connects through Southern, Western and the Central railways. This vidyalaya has a residential setup with all possible infrastructural facilities to make the learning an Innovation Odyssey for the rural and talented students of this locality. There are around 500 students on roll with better results in science stream with nationally accredited on "B" grade school.

The objectives of the Vidyalaya are: 1) To ensure that all the students of Vidyalaya to attain a reasonable level of competence in three language formula; 2) To provide good quality modern education to the talented children predominantly from the rural areas, without regard to their family's socio-economic condition; 3) To serve in each district, as focal points for improvements in quality of school education in general through sharing of experiences and facilities. In the year 2011-12 total number of students are 492 from 6th to 12th class and the total number of teaching and non teaching staff are one Principal, one Vice Principal, 9



Post Graduate Teachers, 10 Trained Graduate Teachers, 7 Creative Staff, one Staff Nurse, 2 Mess workers and 9 Multi Task employees. The seven creative staff looking after library, SUPW, Art, Music, Mass PT etc.

**Technology Aided learning:** The optimum use of computers in all teaching learning process has given a scope for both students and teachers to explore many possibilities. It has smart classroom and smart computer lab for experimentation and implementation. The areas covered during the academic session in this vidyalaya are Animal kingdom, Communicating Ideas, connecting learners, Creative arts, Critical Thinking, Cultural Studies, explorations, Integrated studies Invention and design. The school is been giving the importance to life skills and inquiry based learning etc. Apart from this games and sports, Meditation, yoga, Upanyasa etc, are put into practice.

**Kasturaba Gandhi Balika Vidyalaya (KGBVs):** Kasturaba Gandhi Balika Vidyalaya is a scheme launched in July 2004 for setting up residential Schools at Upper primary level for girls belonging to pre dominantly to the SC, ST and OBC and minority communities. The scheme is being implemented in educationally backward blocks of the country where the female rural literacy is below the national average and the gender gap in literacy is above the national average. The scheme provides for a minimum reservation of 75% of the seats for girls belonging to SC,ST,and OBC and minority communities and priority for the remaining 25% is accorded to girls from families below poverty line. The scheme is being implemented in 27 States and Union Territories. Karnataka is one of them. Kasturaba Gandhi Balika Vidyalaya scheme is merged with Sarva Shiksha Abhiyan in the 11th Plan with effect from first April 2007. In Karnataka, 64 Kasturaba Gandhi Balika Vidyalayas are functioning. Out of which 35 KGBVs are managed by Sarva Shiksha Abhiyan society and 29 are managed by Mahila Samakhya Karnataka.

**Initiatives for the implementation of the programme:** Initially educationally Backward Blocks were identified and Kasturaba Gandhi Balika Vidyalayas schools were sanctioned in the Planning Approval Board meeting of MHRD held on 3-12-2004. Three additional Kasturaba Gandhi Balika Vidyalayas were sanctioned in 22nd Feb, 2005, totaling to 62 in all and are made operational. During 2004-2005, 34 KGBVs with 100 and

24 with 50 intake capacity were approved and started. In 2005-2006, 3 additional KGBVs with the intake capacity of 100 were sanctioned and made operational in 2006-2007. MHRD also permitted upgradation of 34 KGBVs to raise the intake capacity to 100. During 2008-2009, 2 KGBVs for Muslim dominated blocks and 01 KGBVs for EBBs have been given with an intake capacity of 100 girls. All the 03 operational among 61 KGBVs of previous years 3 KGBVs were given 50 intake of girls. Accordingly they were operational. Hence all the KGBVs are except- 03 were operational with 100 intake capacity till 2009-10. Sarva Shiksha Abhiyan Karnataka made a proposal to convert all the 61 KGBVs from Model III to Model I .PAB approved the same and as of now 64 Model I KGBVs are operational in the State.

At present there are four Kasturaba Gandhi Balika Vidyalayas working under Mahila Samakhya in Bidar. The achievements of these institutions are concerned fifteen students from Bidar have participated and won medals in Karate Championship and other sports, high jump, long jump, Kho-Kho, short put etc held at divisional, taluk and state level which were organized by Youth Services and Sports Department. Children of Bidar District KGBVs have participated in the Republic day parade on 26-1-2010 at Bangalore and won second prize in March Past. They have also participated in Pratibha Karanji at state level and secured prizes.

- 1) Kapalapur, Bidar taluk
  - 2) Kitta, Basavakalyan taluk,
  - 3) Aurad town, Aurad taluk,
  - 4) Janatha nagar, Humnabad taluk,
- at present, these schools were working under the Education Department.

### **Public Libraries**

Public libraries are essential since they improve literacy, stimulate imagination and expand personal horizons. They also inform and empower citizens, enable access to a common cultural heritage and support education at all levels. There is a positive relationship between public library and literacy level which in turn, contributes to economic development. Public libraries need to enrich their resource information, provide access to internet and offer community based services including literacy. The department of public libraries was created in the year 1966 and the provision was given to all the 19 districts including Bidar District, which was headed by a Chief Librarian, Administrative Assistant Librarians and other staff. The

main function was to improve the status of literacy rate, to create reading environment and to provide facilities and inculcate reading and reference task among the public in general and students in particular.

Prior to the introduction the Karnataka Public Libraries Act in 1965, there were two public libraries, one at Bidar and the other at Hudgi in Humnabad taluk. Under the provisions of the Act, a Local Library Authority was constituted for Bidar district during 1969-70, which has been functioning since then. Under the Act, three percent of the land revenue collections of the district is made available for the maintenance and improvement of libraries. During 1976, there were four grant-in aid libraries, two at Bidar and one each at Hudgi and Manik Nagar in Humnabad taluk. There are different types of libraries in Bidar District, they have their own historical status. The details of these are given here.

The Public Library and Reading Room Bidar, is the oldest of the grant-in-aid libraries in the district. It was started in 1939 near the Osmania Mosque. As in 1976, it contained 5,000 volumes worth about Rs. 50,000 and it had on its rolls 125 members. On an average, 100 to 150 persons make use of it. It has honorary superintendent who looks after it.

**The Municipal Library:** Bidar, was started in 1959. In 1975, it contained 4,381 books worth about Rs. 120,000. It has on its rolls 436 members, and daily on an average, 410 persons make use of it. It is housed in its own building and has a librarian in charge of it.

**The Sarvoday Library, Hudgi,** was started in 1956, and it was housed in its building. In 1975, it contained 2,846 books worth about Rs. 15,000. It had on its rolls 190 members, and daily, on an average, 85 persons make use of it. The institution has a trained librarian, assisted by a library assistant.

**Sri Manik Prabhu Vachanalaya, Manik Nagar,** was established in 1955 and was registered under the Karnataka Registration of societies Act, 1960. This is one of the oldest public library in this region. This 50 years old library houses around 10,000 books on subject as diverse and varied. There are some invaluable books and manuscripts relating to Vedic and Sanskrit and literature. In 1975, it contained 1,547 books worth an average, 40 persons make use of it. Recently Raja Ram Mohan Roy library

Foundation of Calcutta has recently sanctioned grant to construction of a new library building.

**The Karnataka Sahitya Sangha, Bidar,** started a small library and reading room in 1970. It runs in its own premises. In 1975, it contained 300 Kannada books and was subscribing to 25 journals. During the year 1998-1999, the total number of libraries were 100, of which 15 in Aurad, 16 in Basavakalyan, 19 in Bhalki, 23 in Bidar and 27 in Humanabad. All the libraries are working well with all facilities. In the year 2008-2009 the total number of libraries increased from 100 to 195 of which 40 in Aurad, 38 in Basavakalyan, 37 in Bhalki, 41 in Bidar and 39 in Humanabad. All these libraries are working even today with all enthusiasm.

**District Central Library:** During 1980-81, 19 districts and 10 city central libraries were functioning in the State and were serving the reading clientele in their respective jurisdictions in both rural and urban areas. The function of the district library is basically to provide library services to the rural areas, where as the city Central Library confines its activities to the city to which it belongs. It has service stations, book delivery stations. District Central library in Bidar established in the year 1977. It has five branch libraries in the remaining four taluks. In the year 1979, three branch libraries started one at Basavakalyan and two in Humnabad taluk, i.e. one at Humnabad and one at Chitguppa. And in the year 1980 another two branch libraries have come up one each at Aurad and Bhalki. As far as staff is concerned except in main central library in all the branch libraries one Assistant Librarians are working and in main Central library One Chief Librarian and four Assistant Librarians are working. The total collection of the books in main library are 3,39,551, in Humnabad 8,804, in Bhalki 8,593, in Aurad 12,322, in BasavaKalyan 8,281 and in Chitguppa 8,281. The type of the books available in all the libraries are General encyclopedia, subject encyclopedia, dictionaries, subject dictionaries, year books, Biographical sources, Almanaces, News papers, Magazines, Geographical Sources including maps and Atlas, Internet resources, Manuals, directory, Fictions, non fictions, general knowledge books etc.

#### **Adult Education**

The Prime Minister launched Saakshar Bharat, a centrally sponsored scheme of Department of School Education and Literacy (DSEL), Ministry

of Human Resource development (MHRD), Government of India (GOI), on the International Literacy Day, 8th September, 2009. It aims to further promote and strengthen Adult Education, specially of women, by extending educational options to those adults who have lost the opportunity of access to formal education and crossed the standard age for receiving such education, now feel a need for learning of any type, including literacy, basic education (equivalency to formal education), vocational education (skill development), physical and emotional development, practical arts, applied science, sports and recreation.

To impart functional literacy to non-literates in the age group of 15-35 years in a time bound manner, the National Literacy Mission (NLM) was launched in 1988 and it continued through Ninth and Tenth Five Year Plans. By the end of the Tenth Five Year Plan (March 2007), NLM had covered 597 districts under Total Literacy Campaign (TLC), 485 districts under Post Literacy Programme (PLP) and 328 districts under Continuing Education Programme (CEP). As a cumulative outcome of these efforts, 127.45 million persons became literate, of which 60% learners were females, while 23% learners belonged to Scheduled Castes (SCs) and 12% to Scheduled Tribes (STs).

Despite significant accomplishments of the Mission, illiteracy continues to be an area of national concern. Through precise number of non-literates at this stage is not available and will be known only after 2011 census had revealed that there were still 259.52 million illiterate adults (in the age group of 15) in the country. While further accretion into the pool of adult illiterate persons is expected to recede significantly on account of enhanced investments in elementary education and a reverse demographic trend, addition to this pool cannot be ruled out altogether on account of relatively high school drop out ratio. Wide gender, social and regional disparities in literacy also continue to persist. Adult education is therefore indispensable as it supplements the efforts to enhance and sustain literacy levels through formal education.

It was therefore, considered necessary to continue the NLM during the XI plan period. While acknowledging, in principle, the need for continuing and strengthening further the efforts to promote Adult Education. The Planning Commission agreed to the continuance of NLM during the XIth

Plan provided it was appraised de novo and modified suitably to meet the contemporary challenges. The programme was accordingly subjected to extensive in-house and external review and evaluation.

This in-depth appraisal had revealed certain inadequacies in the design, architecture and mode of implementation of the programme, most conspicuous being, non-viability of a single pan Indian solution, limitations of voluntary approach, limited involvement of the State Governments in the programme lack of convergence, weak management and supervisory structures, lack of community participation, poor monitoring and inadequate funding.

Meanwhile the Government announced that literacy would be its key programme instrument for emancipation and empowerment of women. Efforts of the Government to give impetus to school education, health, nutrition, skill development and women empowerment in general are impeded by the continuance of female illiteracy. Government expects increase in female literacy to become a force multiplier for all other social development programmes. However, this is only the instrumental value of female literacy. Its intrinsic value is in emancipating the Indian women through the creation of critical consciousness to take charge of her environment where she faces multiple deprivation and disabilities on the basis of class, caste and gender. In the context of Government's overall policy aimed at empowerment of women and in recognition of the fact that literacy, especially female literacy, is a pre-requisite to socio-economic development, it was considered imperative that National Literacy Mission (NLM), as a programme instrument be recast with an enhanced focus on female literacy. It is also felt that such a repositioning of the mission would have a very positive impact on re-energising the literacy movement that, after an initial decade of spirited social mobilization, had waned over two decades of its operation.

To recast the mission, a protracted process of countrywide consultation with stakeholders was gone through. A series of consultative meetings were held across the country with representatives of the government of States, NGOs, literacy practitioners, managers, administrators, State Resource Centers, Universities, social activists and other stakeholders. The broad strategy was also discussed with Education Secretaries of all States on



30.06.2009. The Council of National Literacy Mission Authority (NLMA) considered and approved the strategy on 21-08-2009 and there it was placed before Central Advisory Board on Education (CABE) on 31-08-2009.

The general opinion of the stakeholders, expressed during the consultations, was that the new mission ought to take note of considerable demand for female literacy generated on account of large scale changes at the grassroot level and the new opportunities that have been created over the past several years, most notably, the increasing vibrancy of Panchayati Raj Institutions (PRIs) post 73rd Constitution Amendment, the shift to the model of Self-Help Groups (SHGs) that operate through collectivities for self-employment programmes, the massive new organizational capital being forged again through work collectives such as National Rural Employment Guarantee Act (NREGA), Joint Forest Management Groups etc.

It is in this background that Saakshar Bharat has been devised as the new variant of National Literacy Mission, Saakshar Bharat will cover all adults in the age group of 15 and beyond though its primary focus will be on women. The scheme has not only been relived of the short comings noted in its preceding editions, but also, several new features added to it. Basic Literacy, Post literacy and Continuing Education programmes will now form a continuum, rather than sequential segments. Besides, the volunteer based mass campaign approach, provision has been made for alternative approaches to adult education. Jan Shiksha Kendras (Adult Education Centers) (AECs) will be set up to coordinate and manage all programmes, within their territorial jurisdiction. State Government as against the district in the earlier versions, and Panchyati Raj institutions, along with communities, will be installed. Last, but not the least, budgetary support has been enhanced substantially.

Saakshar Bharat will come into operation from 1-10-2009. Through duration of the scheme, National Literacy Mission, was valid only till the end of the Tenth Five Year Plan, residual activities under the Mission were allowed to continue till 30-9-2009, as a special dispensation, so that the on going activities could be completed during the extended period. With the launch of Saakshar Bharat, the National Literacy Mission and its entire programmes and activities stand concluded 30-09-2009.

**Objectives:** The Mission has four broad objectives, namely: 1) Impart functional literacy and numeracy to non-literate and non-numerate adults; 2) Enable the neo-literate adults to continue their learning beyond basic literacy and acquire equivalency to formal educational system; 3) Impart non and neo-literates relevant skill development programmes to improve their earning and living conditions, and 4) Promote a learning society by providing to neo literate adults for continuing education.

The principal target of the mission is to impart functional literacy to 70 million adults in the age group of 15 years and beyond. Auxiliary target of the mission is to over 1.5 million adults under basic education programme and equal number under vocational (skill development) programme. Within these targets, the Mission will primarily focus on, but not limited to, women, scheduled castes and scheduled tribes, minorities, other disadvantaged groups and adolescents in rural areas. For each focused group and area, there will be a specific target and for each target, an explicit approach and strategy. To implement the programme, 1.70 lakh Lok Shiksha Kendras (Adult Education Centers) will be established in Panchayat grams of the districts covered under the programme. It will subsume the already sanctioned Continuing Education Centers (CECs) in a particular district. Existing CECs and the nodal CECs in the districts not covered under the programme will have to be closed down, unless the Government of States wish to run them at their own cost through Public Private Partnership or otherwise. Gram Panchayats may as well be given this offer. Specific approval of NLMA will be required to continue an existing CEC under this programme. A Lok Shiksha Kendra will act as a centre for registration of learners for all teaching learning activities in their jurisdiction; Nerve center for literacy campaign including identification of the learners and volunteers, batching and matching of the learners with suitable Volunteers as well as their training, providing literacy kits to learners and volunteers, keeping track of the progress made by each learner-volunteer group; Nodal centre for mass mobilization activities; Teaching centre; Centre for thematic courses on behalf of other departments such as Agriculture; Animal Husbandry and Veterinary, Fisheries, Horticulture, Sericulture, Handloom, Handicrafts, Health, Education, Rural Development, Urban Development, Women and Child Development, SCs, STs, OBC welfare, Panchayatraj, Science & Technology etc., or based on local demand; Library and reading



room; Venue for group discussion; Vocational and Skill development and extension facility for other departments; Center for promoting sports and adventure and recreational and cultural activities; A composite information window and Data Center for Adult Education besides any other activities related to the mission.

**Operational Frame Work for Teaching Learning Programme:** The Lok Shiksha Kendra will be the operational arm of the emission at the grass root level and responsible for delivering the entire range of activities under the Mission including, Literacy, Basic Education, Vocational Education and continuing education within their territorial jurisdiction. Two Preraks may be engaged on payment of honorarium to discharge administrative and academic tasks. Preraks will also be assigned teaching responsibilities. Together with volunteer teachers they will constitute the resource group in a village. Since the Kendras will not have buildings of their own, Panchayats and concerned line department may be obligated.

To allow the centers to function from the Panchayat Grams, schools, anganwadi centers etc. Gradually funds may be made available for construction of such centers. While basic education and continuing education programmes will be largely Kendra based, the voluntary teacher based literacy programme will be run through temporary literacy learning centers in a village. These centers will be roughly equivalent of a school in the formal sector and will be managed by a voluntary Literacy Educator/ Resident Instructor on almost same analogy as a single teacher school in the formal sector. More of such centers must be operated within habitats of disadvantaged groups. Based on the number of non-literate adults within each of the village and hamlets that constitute the gram panchayat, required number of literacy center will be set up. One literacy centre will cover 8-10 non-literates. The minimum physical learning environment facilities, teaching learning material, etc., will be provided to these learning centers, as per provision in the programme.

**Loka Shiksha Kendras (Adult Education Centres):** Well equipped multiple functional Lok Shiksha Kendras (Adult Education Centers) [AEC] will be set up at Gram Panchayat level to provide institutional, managerial and resource support to literacy and life long education at grass root level. One AEC will be set up in a Gram Panchayat having the population of 5000.

An additional AEC may be set up if the population of Gram Panchayat is more than 5000. The adult education centre will be manned by two paid coordinators (Preraks) to be engaged on contractual basis. AECs will function from buildings provided by Gram Panchayat Preraks should preferably be formed marginalized groups (SC/ST/Minorities) and at least one of them should be a woman. A Prerak should be at least a matriculate.

**Management structure:** At Gram Panchayat Level, Panchayat Lok Shiksha Samiti is working and the organizational structure is composed in the following way. Chairperson :- President of the Panchayat -1, Vice - President :- (Selected among the members), Members (50% women), Women elected representatives of the Panchayat -2, Head Master/Teacher from the local school chosen by the Panchayat -1, Representatives of the community (with proportionate representation from SCs/STs/Minorities)-3, Members Secretary of the Education Committee-1, Mahila Mandal/SHG Member-1, User Group -2, Social Activists-1, Literates/Opinion Makers (Sr.Govt. Employee/Doctor)-1, Member Secretary: Senior Prerak -1 Secretariat-Two full time contractual employees (Senior Prerak and Prerak). The tasks of the committee of Management of Lok Shiksha Kendra and its activities including- 1) Identification of non - literate women and voluntary teachers in the gram panchayat; 2) Sourcing, storing and supply of teaching - learning material and making them available to enlisted teachers; 3) Micro planning at gram panchayat level and supervision of literacy classes; 4) Logistical support for National level Test/Learners Assessment ; 5) Payment of honorarium to literacy educators; 6) Evaluation; 7) Claim to be made for award of Panchayat Mahila Saksharta Puraskar award after achieving 100% female literacy; 8) Setting up Lok Shiksha Kendra for continuing education with funds from Panchayat and award money.

At Block Level, Block Lok Shiksha Samiti is working and the composition structure is as under; Chairperson-President of the Block Panchayat Members-All Women elected Representatives of the Block Panchayat College/School Teachers Representatives of the community, NGO, etc, Member Secretary-BDO, Secretariat-Up to two full time contractual employees. The tasks of the Samiti's are 1) Preparation of Block Panchayat-level Literacy Plan; 2) Supervision of literacy classes; 3) Co-ordination between Gram Panchayats and District level agency, and 4) Monitoring of the programme at block level.

At District Level Zilla Lok Shiksha Samiti is working and the composition is as under: Chairperson – District Panchayat President Members of the Samiti are District Collector: Coordinator, Selected Block and Gram Panchayat Presidents (of which at least 50% women), District Head of selected departments, NGO representatives, Education and Social Workers, Directors of JSS; Member Secretary–CEO, Zilla Panchayat, Secretariat – full officer of the Samiti will hold no other additional charge. State Government will provide a minimum supporting staff to manage the affairs of the Samiti. Besides, Samiti may engage maximum up to 5 contractual employees.

The tasks are: 1) Planning of district level campaign for literacy; 2) Communication of strategy to all Gram Panchayat heads, 3) Undertaking mass mobilization and environment building activities, 4) Organization of Mahila Saksharta orientation at sub-district levels and through district wise gram sabha meetings; 5) Creating the work chart and role definitions for participating agencies such as learners, teachers, evaluators, panchayats; 6) Preparing the annual district calendar (Sept. 8 to Sept7); 7) Organizing supply of teaching learning material to panchayats; 8) Supervising teaching learning; 9) Organizing complementary action through SHGs and NREGA groups; 10) Planning and implementing common testing/evaluation on 1st week of September each year (to begin on Sept. 1st 2010), 11) Payment of honorarium and award of Panchayat Mahila Saksharta Puraskar; 12) Setting up Lok Shiksha Kendra for continuing education through convergence of funds, and 13) Placing all relevant information in the public domain on the programme.

In Bidar District the government had given permission to start 175 Kendras and all the 175 Kendras have been started and working well. In the year 2001, the total adult literacy and other details are presented in percentage in the following way in Bidar District.

#### **Total adult Literacy Percentage**

Total literacy	60.94
Male literacy	74.46
Female literacy	48.80

Difference of literacy in male and female	23.65
Difference of literacy Rural & Urban	18.43
Scheduled Caste literacy	52.37
Scheduled Tribe literacy	48.68
Bidar district rank in Adult literacy	20

The above table explains about the total Bidar district literacy. The total literacy is 60.94 per cent as compared to 66.64 per cent Karnataka State literacy. The male literacy is 74.46 and female literacy is 48.80 percentage where as at state level it is 76.10% and 56.87% respectively. The difference in the male and female literacy is 23.65% and rural and urban is 18.43% the total schedule caste literacy and scheduled Tribe literacy is 52.37% and 48.68% respectively. In the whole ranking of literacy in Karnataka, the Bidar district has 20th rank. According to 2011 census, the total literacy in Bidar district is as given below (in percentage); Total District literacy 71.01; Total Male literacy 79.94; Total Female literacy 61.66; Total literates 7,68,358; Rank 20.

From the above information, we can notice that in the year 2011 the total literacy rate increased from 60.94 to 71.01 per cent which shows the tremendous growth of literacy in Bidar district. The total male literacy rate is 79.94 percentage as compared to 74.46% in the year 2001. The total female literacy rate 61.66 where as 48.80% in the year 2001. the total literates were 7,68,358 and it ranking has gone up to 20 to 17. The total increase in the literacy rate is a good and positive sign out of 30 districts in the state the ranking of the Bidar district is 18. The following table shows about the Sanctioned Posts and working Posts of Adult Education programmes 2011 in Bidar Adult Education Center.

	Admin Personnel Working						Total Sanctioned								
	M	F	SC	Minority	ST	Others	Trai	Total	M	F	SC	ST	Minority	Others	Total
District Coordinator	4	1	3	2	-	-	2	4	1	3	2	2	-	2	3
Taluk	5	2	3	4	-	-	1	5	2	3	4	1	-	1	4
Prerak	350	145	205	149	43	29	129	339	144	195	145	120	43	120	339

The above table explains about the development of activities in Adult education programme in Bidar District. The total district coordinator posts sanctioned are 4 of which one meant for male, 3 for Female and category wise 2 for SC and two for other out of which presently working are 4 (1 Male and 3 Female )and 2 SC and 2 others and 2 minorities and 3 are trained.

The total taluk coordinator posts sanctioned are 5 of which 2 for male, 3 for Female, 4 for SC and 1 for others and working are 2 male, 3 female 5 total of which 4 SC and 1 others and the total trained are 4. The total posts sanctioned for Preraks are 350 of which 145 male, 205 female including 149 SC, 43 ST, 29 Minorities and 129 others. At present working are 144 male, 195 female and total is 339 of which 145 SC, 43 ST, 31Minorities 120 others and the total trained Preraks are 339. The following table shows about the Trained personnel of Adult Education programmes 2011.

Details	Male	Female	Total	SC	ST	Minorities
Trained Resource Persons	13	2	15	6	3	1
Trained chief Coach	245	105	350	192	108	28
Volunteers Teachers	1,900	7,348	9,248	6,948	1,387	618
Trained Volunteers	2,071	6,732	8,803	4,927	1,571	491

The above table explains about the Trained staff personnel. The total trained resource persons are 15 of which 13 male and 2 female and category wise 192 SC 108 ST and 28 Minorities. The total volunteers were 9,248 of which 1,900 male, 7,348 female. Category wise 6,948 SC, 1,387 ST, and 618 Minorities. But by the end of Nov 2011 the total number of trained volunteers are 8,803 of which 2,071 are male and 6732 are female and category wise 4,927 SC, 1,571 ST, and 491 Minorities.

Details	Male	Female	Total	SC		ST		Minority	
				M	F	M	F	M	F
Total adults	4,66,652	4,19,422	8,86,074	1,27,510	1,13,803	89,363	81,385	60,336	52,226
Illiterates	1,92,999	2,24,509	4,17,508	61,312	67,594	40,825	46,817	28,533	29,326
Literates	2,73,653	1,94,913	4,68,586	66,198	46,209	48,538	34,568	31,803	22,900
Learning Centre (Preraks volunteer)									
Enrolment of Adult Illiterates Category wise and Sex wise									
Nov 2011	22,928	65,212	88,140	11,172	31,578	4456	11,365	1,572	3,892
Dec 2011	662	6,008	6,670	1,000	3,002	401	933	267	400
<b>Total</b>	<b>23,590</b>	<b>71,220</b>	<b>94,810</b>	<b>12,172</b>	<b>34,580</b>	<b>4857</b>	<b>12,298</b>	<b>1,839</b>	<b>4,292</b>

In the above table, the details of 175 Panchayats is been presented. By November 2011, total female adults were 4,66,652 lakhs, female 4,19,422 lakhs and the total were 8,86,094 lakhs of which category wise 1,27,510 lakhs male, 1,13,803 lakhs female SC, 89,636 lakhs male and 81,385 lakhs female ST and 60,336 lakhs male and 52,226 lakhs female Minorities, 2,24,509 lakhs were female and the total illiterates are 4,17,508. Out of which 61,312 are male 67,594 are female SC, 40,825 are male, 46,817 are female ST and 28,533 male and 29,326 female Minorities. And the total learning centers including Preraks and volunteers are 9,371 of which 2,309 are male and 7,062 are female and category wise 1,250 male and 3,723 male SC, 481 male and 1,345 female ST and 150 male and 329 female Minorities.

Another table explains about the total enrolment of the adults. As on Nov 2011 the total enrolment was 88,140 of which 22,928 male and 6,572 female, category wise 11,172 male, 31,578 female SC, 4,456 male, 11,365 female ST and 1,572 male and 3,892 female Minorities from Dec 2011 and onwards 662 male, 6,008 female and the total is 6,670 of which 1,000 male, 3,002 female SC, 401 male 933 female ST and 267 male and 400 male Minorities. The total enrolment is 2,359 male 71,220 female and total is 94,810 of which 12,172 male, 34,580 female SC, 4,857 male 12,298 female ST and 1,839 male 4,292 female Minorities.



Details	Male	Female	Total	SC		ST		Minority	
				M	F	M	F	M	F
Evaluation March-2011									
Attendance	2010	7089	9099	1638	3821	683	1591	191	354
Evaluation Aug-2011	5373	22079	27452	1967	8726	1214	5006	542	1153

From the above table one can observe that, the total assessment of the students as far as attainment of literacy is concerned. After all the classes and learning, the adult Kendras also have the responsibility of conducting tests and give the results to the students. Accordingly the Centre conducted the tests ( 5 in number) in months of March and August 2011. The total number of students appeared for five tests are 66367,65105,58121,55934 and 54120 respectively. This is including the categories like SC,ST and Minorities. The total number of Valuators attended the valuation were 9099 in the month of March 2011 and 27452 in the month of August 2011.

### Higher Education

There had been no facilities for higher education in Bidar district until the year 1960, when B.V. Bhoomaraddi College of Arts and Science was established by Hyderabad Karnataka Education Society appointing Prof. Vasant kushtagi as an officer- in-charge on 30-5-1960 in Bidar town. As on 31st March, 1975, there were five first-grade colleges in Bidar district for general higher education, besides four junior colleges (two at Bidar and one each at Humnabad and Aurad). Of the five first grade colleges, three (including one for women) were in Bidar town and one each at Bhalki and Basavakalyan. P.U.C. classes are held in all the five first-grade colleges. For the two-year P.U.C. courses, the colleges are affiliated to the Board of Pre-University Education while for the three-year degree courses, the colleges were affiliated to the Karnataka University, Dharwad.

In the year 1980, Gulbarga University was established in Gulbarga in accordance with the Karnataka State Universities Act, 1976 with the jurisdiction over four districts Bidar, Gulbarga, Raichur and Bellary. Recently Yadgir and Koppal have been added as separate district jurisdiction and Bellary District has gone under Sri Krishna Devaraya University Bellary. All these districts have been called as the districts of Hyderabad –Karnataka Region. Among them Bidar is one of the important district and which has been gradually developed in the field of education in general and in higher education in particular.

Before 1980 all the colleges of Bidar District were affiliated to Karnataka University Dharwad and working under Gulbarga P.G.Centre till the year 1971-1972. In the year 1995, the P.G.Centre of Gulbarga University was established in Bidar which is 20 Kms from the Bidar City. At present, there are different departments belonging to Arts, Social and Science faculties like Urdu, English, Kannada, Political Science, Sociology, Economics, Social Work, Organic Chemistry. Sugar Technology Department was working earlier now it is been discontinued. It is also offering Certificate and Diploma courses. In the proceeding paragraph's a detailed explanation is presented. As the days are passing many colleges both professional and non professional came up. In the year 1998-99, there was a much development in the field of higher education. Professional Colleges like Medical, Veterinary and Animal Husbandry, Dairy Sciences, Dental, Homeopathy, Ayurvedic, Unani, Pharmacy, Nursing, B.Ed, M.Ed, D.Ed and Law colleges came up along with non Professional Colleges which include traditional Under Graduate and Post Graduate Colleges.

No doubt that the higher education development should not be considered in isolation. It should be considered along with the development of the country. It is needless to say that the base and basis of oriental education, which paves the way for emergence of all administrative, technical and innovative persons of the country. The higher education is the main source and a symbol of technological progress. The development of higher education is understood with the help of the key aspects such as number of colleges, growth of enrolment, teachers, students and the student - teachers ratio etc.

The following table explains about the growth of number of degree colleges and the number of students from the year 1990-1991 to 1999 – 2000 in Bidar District.

Year	Colleges	Total number of Students			
		Scheduled caste	Scheduled Tribe	Others	Total
1990-91	15	1511	12	6722	8245
1991-92	18	2232	54	7128	9414
1992-93	17	2556	290	7550	10396
1993-94	18	2656	335	7850	10841
1994-95	19	1400	259	4345	6004



1995-96	20	1522	163	4872	6557
1996-97	19	1435	216	5373	7024
1997-98	33	2127	308	5773	8208
1998-99	20	1482	251	2489	4222
1999-2000	23	1160	220	4671	6051

The above table indicates the growth of non-professional colleges under Bachelor degree in Bidar District. The data says that the highest growth of non professional colleges under bachelor degree is observed in 1997-98. The total number of colleges under bachelor degree in Bidar District increased in the year 1990-1991 to 1999 – 2000 from 15 to 23. Hence it can be said that it is a positive change in the development of non-professional education.

The foundation of higher education actually begins with the basic degree. Hence it is considered as multi dimensional source to provide the existing socio- economic needs. It is observed that the number of students admitted to non professional colleges was highest during the years 1993-94 and 1994-1995 i.e 10849. Out of them, 4,821 were SC, 251 were ST, 4,289 were other category students. The area and population wise, density of colleges under bachelor degree in Bidar district was found to be 236.80 as per the area 5,448 Sq. km.

The change in the number of teachers is another important measure for the development of oriental system of graduation education. The following table shows about the Growth of Teachers and Students Ratio in Non-Professional Colleges from the year 1990-1991 to 1999 – 2000 in Bidar District.

Year	Teachers in degree colleges	Student-Teacher Ratio
1990-91	378	21.81
1991-92	416	22.62
1992-93	433	24.01
1993-94	438	24.76
1994-95	480	12.50
1995-96	516	12.70
1996-97	307	19.62
1997-98	601	13.65
1998-99	488	12.34
1999-2000	498	12.24

The above table explains about the student-teacher ratio in the non professional colleges in Bidar District. The student-teacher ratio was decreased from year to year, it means in the year 1990-91, it was 21.81 and in the year 1999-2000 it was 12.24 which is a good sign for improvement. During the year 2005-06, twenty four degree colleges have come up. All these colleges were affiliated to Gulbarga University, Kalaburagi.

**The following table shows details of number of degree colleges in Bidar District in the year 2005-06.**

Sl. No	Name of the College	Year of establishment	No. of Teachers	Course
1	S.B.C. Arts S.V. Commerce & Science College, Humnabad.	1979	36	B.A., B.Com., B.Sc
2	Govt. First Grade College, Bidar.	1974	27	B.A., B.Com., B.Sc
3	B.V.Bhoonaraddi Arts, Science & Commerce College, Bidar.	1960	43	B.A., B.Com., B.Sc
4	Karnataka Arts, Science & Commerce College, Bidar.	1970	59	B.A., B.Com., B.Sc
5	Channabasaveshwar College, Bhalki	1988	09	B.A., B.Com., B.Sc
6	Amereshwar Arts, Science & Commerce College, Aurad (B)	1979	18	B.A., B.Com., B.Sc
7	Methodist Arts College, Bidar.	1982	13	B.A
8	CES First Grade College, Manna-E-Khelli;	1994	09	B.A
9	ShriSiddarameshwar Degree College, Kamalnagar.	1984	09	B.A
10	Dr.B.R.Ambedkar First grade College, Hallikhed (B).	1987	-	B.A
11	First Grade Arts & Science College, Bidar.	1990	09	B.A
12	Shri Chetrapati Shivaji Maharaj Arts & Science First Grade College, Bhalki.	1990	22	B.A, B.Sc
13	Shri Guru Ayyappa Swamy Educational Trust, Chitguppa	1990	06	B.A
14	Siddharth Arts & Commerce College, Bidar.	1991	11	B.A; B.Com
15	Dr.B.R.Ambedkar Arts & Science First Grade College, Bidar.	1991	13	B.A
16	Shri Rajeev Gandhi First Grade Arts & Commerce College, Basavakalyan.	1994	10	B.A
17	Guru Nanak First Grade Science College, Bidar.	1999	-	B.Sc
18	First Grade Science College, Chitguppa.	1996	01	B.Sc
19	R.R.K. Samithi College, Bidar.	-	-	B.A

20	KaviratnaKaidas College, Bidar.	--	--	B.A
21	Al-Ameen College, Bidar.	--	--	B.A
22	S.S.K.B. College, Basavakalyan	--	--	B.A., B.Com., BBM
23	Bhdivriksha College, Humnabad.	--	--	B.A
24	K.K.TrustBBM College, Bidar	--	--	BBM

In Bidar District, there were 24 colleges in the year 2005-06 including all the five taluks. These colleges were providing under graduation courses in the faculties of Arts, Social Sciences, Commerce, Sciences and Technology, with B.A, B.Sc, B.Com, BBM and B. C.A Courses. Approximately 5000 students enrolled in the colleges of Bidar District. Meanwhile there was a demand for BBM and BCA courses and other professional and non professional courses including Law and Education courses. Government of Karnataka in its Act 1976 mainly stressed for the establishment of Open University course and Distance Education at different universities. As a result so many Open University and Distance Education centers and colleges have come up. In the year 2010 – 2011, under Gulbarga University again 31 colleges have come into existence. All the colleges are working as per the rules and regulations of the Gulbarga University, Gulbarga. The list of those colleges is given in the following table.

#### Sl.No Name of the Degree Colleges

- 1 Sharanabasaveshwar College of BBM, Basavakalyan, Bidar
- 2 Shri Siddaganga Degree College, BCA, Naubad, Bidar
- 3 Shri Satyam College, Udgir Road, Bidar
- 4 Shri Om Siddhi Vinayak College, BCA & BBM Bidar
- 5 Noor Education Society, C.V.Raman Secience College, Bidar
- 6 Dr. Prashanth Mashetty BBM College, K.E.B.Road, Bidar
- 7 Islamia Arts Degree College, Basavakalyan
- 8 Haralayya Arts Degree College, Kountha (B) Aurad, Bidar

- 9 Joy BCA College, Bidar
- 10 Jasmine Degree College, Chidri Road, Bidar
- 11 Doddappa Appa BCA College Basavakalyan.
- 12 Kote B.Sc. Biotechnology First Grade College, Bidar
- 13 Govt First Grade College Aurad.
- 14 Govt First Grade College, Basavakalyan.
- 15 Govt First Grade College, Humanabad.
- 16 Govt First Grade College, Chitguppa, Humnabad Taluk.
- 17 Govt First Grade College Manahalli Bidar
- 18 Govt First Grade College, Hulsoor, Bidar
- 19 Shri Manikprabhu College of Information Technology, Humnabad
- 20 Jijamata BCA Degree College Hulsoor Road, Basavakalyan
- 21 KPES Siddartha Arts & Commerce College, Bidar
- 22 Dr. B.R.Ambedkar Arts & Commerce College, Bidar
- 23 AIMS Degree College, Bidar
- 24 Sarvodhaya Degree College, Humanabad.
- 25 S.S. Sai Nath College, Commerce Bidar
- 26 Basava Tatva Education Trust, Arts College, Bidar
- 27 Sharanabasaveshwar Vidyavardhak Institute of BBM & BCA College, Bidar
- 28 Gousiya Education society Imperial Degree College, Bidar
- 29 Shri Saraswathi B.C.A Degree College, Bidar
- 30 Basavateerth Vidya Peet, First Grade College, Humnabad
- 31 Shri. Guru Prasanna BCA & BBM College, Bhalki
- 32 Women's Degree college, Bidar (Govt Frist Grade)
- 33 Shaheen Women's Degree College in old city.

**Women's College:** For the first time in Bidar district, a women college was established in 1971 by the Shanti Vardhaka Education Society, Bhalki, with a view of providing facilities for higher education to the women students of the area. It is named after the great Saint Akkamahadevi who was prominently associated with the spiritual and literary activities of the Anubhava Mantap at Basavakalyan in the 12th century. To begin with the college started with first year PUC Arts classes with 101 girls. In 1972, second year PUC classes and first year BA classes were opened and subsequently, second year BA and Third year BA classes were started in 1974 and 1975 respectively. In 1975, the total students strength of

the college was 232 (In PUC 171 and in Degree Colleges 61) under the charge of ten full time and one part time teaching staff including the principal. Besides the optional subjects in arts, English, Kannada, Hindi, Urdu and Marathi are taught in the college. The college was not having its own building and it was functioning in the Government Girls High School building. It was having a library containing 2,072 books and subscribes to periodicals and four dailies. At present it is one of the famous colleges in the Bidar District. Recently it has started BBM and BCA Courses.

Apart from this there are other two women Degree Colleges in Bidar District. They are: 1) Akkamahadevi Degree College, Bidar, 2) Akkamahadevi Arts and Commerce College for Women, Basavakalyan, and 3) Ramachandra Veerappa Arts and Science Degree College for Women, Humnabad. All the above colleges are affiliated to Karnataka State Women University, Bidar. Earlier these colleges were affiliated to Gulbarga University Gulbarga. A brief account of some of the old colleges / institutions is given in the following paragraphs.

**First Grade College, Bidar:** The Government First Grade College, Bidar was started in 1974-75 with 22 boys and three girls under the charge of a principal and four lecturers. In the year 1975 it was having only Arts Faculty, mean while it started Science and Commerce courses. The college was housed in the Government High school building on the Janawada Road. Now a plot of 50 acres of land has been acquired at Naubad. It has own building and hostels. It has all the Departments of Arts subjects. Likewise in Bidar district 7 First Grade Colleges are working and they are spread over five taluks of Bidar District.

**B.V. Bhoomaraddi College:** Hyderabad Karnataka Education Society the Prestigious education institute of Karnataka was established in 1958 by Late Shri. Mahadevappa Rampure to cater to the needs of higher education, especially the Medical, Engineering, Pharmacy, Law education, commerce, Arts, Science and other technical skilled field. The society in the process of imparting higher education in the backward region of the state has made its impact on the socio-cultural, political, economic advancement of the region. The Hyderabad-Karnataka area is comprised of Kalaburgi Bellary, Bidar Raichur, Yadgir and Koppal district multifaceted programmes are implemented from time to time. The society runs 39

educational institutions in various disciplines, health sciences, teaching Hospitals, Technical institutions, Degree colleges, pre university colleges, High schools, Primary schools, Hostels etc.

The Bhoomaraddi College of Arts and Science founded in 30-05-1960 by the Hyderabad-Karnataka Education Society, Gulbarga. It was named after Shri. B.V. Bhoomaraddi, the main donor. The college is located in an urban backward district area affiliated to Gulbarga University. It received University Grant Commissions recognition under section 2(f) in 1972. The college has a campus spread over an area of 52 acres of land. The College has both grant-in-aid and self financing type. This multi faceted and multi faculty college conducts four under graduate and one post graduate degree courses and one P G diploma programme. The College has fifty seven permanent teachers, seven temporary, nine part timers and thirteen administrative staff, two technical staff and sixteen manual staff. Besides admitting 694 students from within the state, 17 students from outside the state are studying in this institute. The total strength at present is 711. The college follows both semester and non semester pattern.

The mission of the college is to impart value based education to all and social justice. The college is committed to transfer the relevance of the study of Humanities, Commerce and science in this electronic era to equip the present generation with the knowledge and training of computers. The college strives to deliver quality education by providing and improving continuously a conducive environment for teaching and learning. The college on the one hand offers traditional courses like B.Sc, B.A and B.Com, on the other hand it offers other professional courses like BCA and BBM. The Post graduate programme include M.Sc in Computer Science and Post Graduate Diploma in Computer Applications. Value education Courses and language skill enhancement to under graduate students course are offered. The college has a big library building upon rare and valuable collection obtained in the early decades of the history of the college; acquisitions in later periods could have kept pace. The total collection in the library is now 46,500 books and 24 journals including national and international.

The college has separate laboratories for science subjects like physics, chemistry, Botany, Zoology, Biotechnology, Electronics and computer science and they are all well equipped. The staff of the college is engaged



in research projects funded by the UGC and state Government and other governments have the potentiality for such research activities. The extension activities taken by the college appear to be tied up with NCC and NSS. Awareness programmes on AIDS, Health and Hygiene, Environment and Social Work have been carried out. With the built up area 10,560 Sq. meters, all arrangements for administration, assembly hall, library, laboratories, rooms for ladies, staff, recreation, bank NCC, NSS guest house and play ground facility have been done. The college has well-equipped central computer facility. It also provides students support facilities.

The college has an active alumni associations and it has more than 25 committees to assist the management. The college started with 60 students studying under a teaching staff of 13 persons. During the last fifteen years, the college has made a steady progress and in 1975, there were 727 students for P.U.C. and B.A. arts and science course. The staff consisted of 35 lectures, four demonstrators, a librarian, a physical director and 29 members of non-teaching staff. The college is housed in its own spacious buildings which are stated to have cost Rs. 6,80,000. It has a science laboratory reported to have equipment worth Rs. 2, 24,424. The college library contained nearly 8,500 volumes besides subscribing to 70 periodicals, and ten dailies of different languages. Facilities are also provided for out-door and in-door games. The college brings out an annual magazine.

**S.S.Khuba Basaveshwar College:** The S.S. Khuba Basaveshwar college of Arts and Science was started at Basavakalyan in 1967 in memory of the 8th Centenary Celebrations of Basaveshwar in Bidar District located in rural area on a campus of four acres. The college is named after Shri S. S. Khuba, who donated Rs. 50,000 for its initial establishment and it is being run by the Shri Sharanabasaveshwar Vidya Vardhak Sangha, Gulbarga. The college has mission, vision and Philosophy. "Teaching and learning for the sake of livelihood is just an ordinary life. Teaching and learning not only for the sake of livelihood but also for the welfare of others is good life Thinking that serving humanity is serving God, is Kayaka Dasoha and philosophy of education". The college offers B.A and B.Sc courses with seven departments in Science and 11 departments in Arts. The college provides opportunities to rural population to study basic

subjects at the Under graduate level. UGC Sponsored Vocational Course in Functional Hindi and BCA are career oriented options with potential for self employment.

The college started with 73 students on its rolls under the charge of eight lecturers. Within a short period, the college made a considerable progress. In 1975, there were 506 students including 28 girls for the Pre-University Course and degree courses in arts and science under the charge of a teaching staff of 12 for arts and 12 for science. The students enrollment in Under graduate is 628. There are in all 44 teachers of whom 26 are permanent. Four faculty members have acquired the Ph.D degree and two teachers are completed M.Phil. The NSS unit conducts annual rural camps addressing problems of disease, illiteracy, AIDS, Awareness, environmental pollution and population explosion. NCC, extension activities will be conducted. The master Plan of the college indicates physical facilities like well equipped laboratory, computer centre and library and Sports facilities. The library has a independent building with 23,697 books and volumes. The languages taught in P.U.C. classes are English, Kannada, Hindi, Marathi and Urdu, while Kannada or Hindi or English is compulsory for degree classes. The college laboratory has equipment for the four departments of Physics, Chemistry, Botany and Zoology, which is stated to be worth Rs. 2,50,000. The college library contains 6,000 volumes besides subscribing to 22 periodicals and seven dailies. It has a Gandhi corner, a Basava corner and Aurobindo corner for special studies.

**S.V.E. Trust's SBC Arts, S.V.Commerce and Science College Humnabad:** S.V.E. Trust's SBC Arts, S.V.Commerce and Science College was started in the holy place of Humnabad in the year 1979 at Government Junior college building. Then it was shifted to its own building. Science faculty was started in 1990-91 under patronage of Sri. Basavaraj Patil then President of Veerabhadreshwar Education Society, which was continued up to 1990, had converted into Trust to give more attention in the field of education. Meantime college was admitted to salary grant and approved in the year 1990.

The goal of the institution is to provide and access to higher education to people having a desire for education and to bring a total computerization/ office/ automation, to expedite official business, instant service and access



to information to students. A Hi – Tech College is indeed the present goal of the college. The Objectives of the college are: 1) To establish, run, maintain and expand various types of educational institutions and ancillary establishments including schools, colleges, institutes, hostels, libraries, directly by itself or jointly with or exclusively through either concerned institutions approved, 2) The college attends to teach and train the students in accordance with the syllabus by providing qualified and experienced staff, necessary infrastructure, well equipped library and also modern teaching aids to make students competent in order to take active participation in general educational programmes and other related social activities, 3) The Trust committed to strive hard to reach still greater heights of excellence in higher education, thus thereby fulfill the aspirations and expectations of the people of the region who have contributed greatly in the process.

The Vision and Mission of the Trust is to lead the students into ultimate learning of knowledge and to provide rich experience in the field of education and to educate rural area students qualitatively, holistically and ethically equipping them with latest technology to face the competitive world with confidence in the society. The college campus is spread over 5 acres and 20 guntas of land. It has an independent building. It consists of cellar, ground floor and first floor. There is a reading room. Statistical department practical room and theory classes are at ground floor. Library, Administrative office, English Department including coordinating cum steering committee office, Principal's Chamber, Sports Room and few classrooms, ladies Room, Ladies Toilet, Staff room, Student welfare office Unit A and B, Staff secretary office and auditorium are in the first floor. The total enrollment of the college in the year 2005-2006 was 279 and the teachers were 36 for all the three faculties. The following table shows the total number of students strength in respect of BA/B.Com/B.Sc from the academic year 2007-08 to 2012-13.

Year	Admitted total strength of the BA/B.Com/B.Sc students							
	Total		SC		ST		Others	
	Male	Female	Male	Female	Male	Female	Male	Female
2007-08	436	201	101	37	37	6	298	158
2008-09	158	107	36	11	23	5	99	91

2010-11	217	165	56	33	16	8	145	124
2011-12	239	211	63	47	28	9	148	155
2012-13	253	253	69	41	24	21	160	191

From the above it is evident that year wise there is increase in the total enrolment among the BA/B.Com/B.Sc students. Compared to female students the number of male students has been increased in all the courses in all the years. Similarly in case of SC and ST category male students are more as compared to female students. Compared to previous years there is an improvement in the status of enrolment among both male and female.

**Hiremath Samsthan Vidyapeetha Trust, Bhalki:** Hiremath Samsthan Vidyapeetha Trust was formed by his holiness Parampoojya Channabasava Pattadevaru of Hiremath Samsthana, a freedom fighter, social reformer, educationist and a religious leader to provide quality education to girls and poor and needy students of Bidar District as Bidar been called the moving god who had established Shanti Vardhaka channa basava Education Society in the year 1936 under Nizam rule and saved and encouraged kannada language in this area. The Channabasaveshwar College of Arts and Science, Bhalki, was established in 1968 under the auspices of the Chenna basava Pattadevaru. Keeping Urdu he used to teach kannada inside. His service of kannada famed as kannada Pattadevaru and Math is been called as 'Kannada Matha'. Throughout his life he worked for the progress of Shanthi Vardhaka Education Society which sheltered thousands of families to come up from their difficulties. He is founder of New Anubhava Mantap at Basavakalyana. He had started Padayatra from Bhalki Matha and made reestablishment of every one when no any government and Matha taken keen interest in this regard. He had given Linga Diksha to Dalits and opened the gates of equality by giving opportunity to them by allowing them to take water through public well.

Above all he recognized Poojya Shri Matha and that is the precious gift to the society of Sri. Doddappaji. He had soft hearted, kind, love and affectionate towards others. He so often looking at the sufferer and others difficulties has motherly heart. He has become light to the life to many poor and working day and night to help them who are in difficulties. He never believed that worship is the work but believed that work is worship and came up from all the difficulties and brought all round development

in Bhalki Matha. He is also a good writer. He is trying to bring awareness of Basava Tatva thought in the people by writing many books. Swamiji's many books have been translated in Marathi, Telugu and Hindi. It shows his popularity of his books.

Poojya Dr. Basavalinga Pattadevaru made revolution in the field of education. We have to know that the great effect that made by Basavalinga Pattadevaru has helped him to widen the education institutions throughout Bidar District in shortest possible time. He has opened his educational institutions even in Kalaburgi District. He has widened his education institutions from zero. Hiremath Samsthan was started with forty students, now it is giving education to nearly ten thousand students and nearly one thousand teachers and other staff members working in this trust. It has the speciality of the trust to impart quality education along with culture and traditions. Basavalinga Pattadevaru is the best example before us to prove that everything can be achieved if we make constructive effort.

The following are the aims and objectives: 1) To impart quality education at affordable cost to poor needy students and girl students in particular; 2) To create or augment educational and Technical/professional/vocational training facilities to meet the needs of population of District of Bidar and bring quality education to the door step of student community; 3) To promote or impart higher education including technical and professional education will include discipline of engineering, Medicine, Hospitality, Law, Education, Management, Fashion Design and other subjects that will be considered relevant from time to time, 4) To promote technical, cultural, sports and co-curricular activities, 5) To gradually create adequate hostel facilities in selected institutions as required, 6) To encourage all educational institutions established by the society to attain financial self – sufficiency within a reasonable period so that welfare funds allotted for educational facilities can be utilized for other educational purpose and 7) Undertaking fund raising activities for augmenting the resources if required.

The total number of institutions founded by Poojya Basavalinga Pattadevaru are 30 Namely : (i) Nursery and primary schools 10 (ii) High Schools 10 (iii) Pre-University Colleges 02 (iv) Orphanage 01 (v) D.Ed 02 (vi) B.Ed 01 (vii) Industrial Training Institute 02 (viii) Prasada Nilaya 02 and (ix) Library 01.

The Channabasaveshwar College of Arts and Science, Bhalki, is the oldest college and it was established in 1968 as a result of the foresight and tireless efforts of Holiness. Dr.Channabasav Pattadevaru Hiremath Samsthan Bhalki and Lokanayaka Shri Bhimanna Khandre, the Ex.Minister Govt .of Karnataka to provide quality higher education to youth of the region when there was no facility existed. Bhalki is a part of Bidar District which is most backward district of Karnataka both educationally and economically. The college is affiliated to Gulbarga University, Gulbarga for degree course and Pre-University courses. The college started with Pre-University Arts and First year B.A., with 145 and 17 students respectively, having eight members on the teaching staff including the principal. Later on, commerce and science were introduced in P.U.C. and degree classes. Approximately ten thousand students are added every year. In 1975, the total student-strength of the College was 307 (for P.U.C. 174 boys and 28 girls and for degree classes 101 boys and 4 girls) under the charge of a teaching staff of 22 persons including the principal. The college is housed in its own building which is stated to have cost about rupees ten lakhs. It has a laboratory for the departments of physics, chemistry and biology, with equipment worth Rs. 25,000. There is a library and reading room having nearly 5,000 books and subscribing to 22 periodicals and three dailies. A hostel is maintained in a rented building for the benefit of Scheduled castes, Scheduled tribes and other backward class students.

The college is recognized by University Grant Commission and has been accredited at B++ grade by NAAC ( National Assessment and Accreditation Council). The college has been conferred with Environmental Awareness Award jointly by the Department of Khadi and Village industries and the Department of Environment ecology. The college has its own building with more than 30,000 volumes-books and the number of professional and general awareness journals. The college has well qualified and experienced faculty. The College strives for overall development of students. To achieve this college has two units of NSS and NCC which inculcate the spirit of social service patriotism and discipline into the minds of the students and has a number of play grounds. This has ensured excellent results in academics as well as representation of students at State level in co curricular and extracurricular activities. This institution with tradition and discipline has brought fame to the District.

**Manik Nagar Educational Complex:** Manik Nagar Educational Institution is established through the munificence of Shri Siddaraj Manik Prabhu who is the head of the Manik Prabhu Samsthan, Manik Nagar, under the guidance of Shri. J.C.Dhar, former Principal of the Scindia School of Gwalior. These institutions will be maintained by the Manik Education Society Manik Nagar.

The first of these institutions, namely, the Manik Public School was established in 1972 as a residential school with also provision with lunch and tiffin by the school. It's ideal is to develop each of the pupil attending the institution into an integrated individual by inculcating discipline, wide mental horizons and a keen sense of purpose and duties and to serve as a model school. The school is situated on a plateau feature in congenial rural environment which has salubrious climate. The campus has more than 200 acres of land gifted by the head of the Manik Prabhu Samsthan who has already established a Hindi – medium high school called the Manik Prabhu Hindi Vidyalaya at Manik Nagar. The Medium of instruction of the Manik Public School is English. Kannada, Hindi, Marathi, Sanskrit and Telugu are also taught. The curriculum includes the three-language formula. It prepares pupils for the Higher Secondary Examination of the Central Board of Secondary Education. New Delhi. For the middle and lower classes, the syllabus of the Kendriya Vidyalaya Sangathan has been adopted. A wide range of co-curricular activities for developing skills in crafts, arts etc., is to be offered. Physical training is compulsory and ample opportunities for games have been provided. A regular medical care is arranged. There is an elaborate system of evaluation of progress of the students. The institution has attracted students from other States also. In February 1976, the strength of pupils of all classes was 161 under the charge of 13 teachers. The annual fees charged are 2,250 for boarders and Rs. 1,350 for day scholars. Devotees of the late renowned Saint Manik Prabhu are raising funds for financing these institutions.

Manik Prabhu Samsthan is a premier socio-religious institution in South India. Shri Sadguru Manik Prabhu Maharaj, a nineteenth century saint, philosopher, mystic and poet established the Samsthan in the year 1845 to propagate the message of religious harmony and universal brotherhood. The Samsthan today has gone into an important place of

pilgrimage and draws thousands of devotees cutting across religious, linguistic and geographical barriers. Apart from being an important religious institution, it is also serving the society through its multifarious educational and charitable activities.

**History of the School:** While receiving education in one of the most reputed Public Schools of India- the Scindia School. Gwalior, His Holiness Shri Siddaraj Manik Prabhu Maharaj would often be disheartened when it came to his mind that the people of his region were deprived of quality education. After returning from the Scindia School, he decided to start a reputed Public School at Manik Nagar, on the lines of his alma mater, to provide modern education to the people of the backward and neglected region of Northern Karnataka. He found the right kind of person in Shri, J. L.Dhar, former Principal of the Scindia School, who had a similar desire and passion to work for the uplift of education in rural areas and also the capacity to transform Shreeji's dream into reality. His holiness donated 200 acres of land from his own estate. Raising finance to start such an expensive project was a Herculean task. Through sheer grit and determination Shreeji was able to build the School from scratch. With the able guidance and active participation of Shri, J. L.Dhar his dream was finally realized. The school was inaugurated on 27th July 1972 with Shri, J. L.Dhar, as its founder Principal. The school has since then programmed by leaps and bounds and today recognized as one of the leading educational institutions of this area. Affiliated to CBCS New Delhi, the School is unique example of synthesis of the modern with the traditional system of education. The school crest has its own significance and meaning. The two swans stand for the teacher and the taught. The sun, which is the source of energy and light to the world, stands for the knowledge we aspire to gain and temple inside the sun symbolizes the ever abiding grace of Shri. Sadguru Manik Prabhu Maharaj. The poetic concept concerning the swan is that it can separate milk from water and drink only milk. It remains spotlessly clean and so stands for purity. This encourages the teacher and the taught to be clean in body and mind as the swan and to acquire the power of discriminating good and evil and select only what is good.

Manik Prabhu School, believe that the central task of education is to provide and to produce learning and not learned people; since the moment



one thinks he has become learned, the process of learning stagnates. Therefore each boy in the school is encouraged and helped to develop himself into a completely integrated personality and a responsible member of the society. For achieving this, the boys are encouraged to expose to wide variety of physical, intellectual, cultural and social activities. The aim behind this is engaging students in activities such as debates, dramatics and elocution, is to provide the right kind of scope for their intellectual, emotional and creative development. They believe in the moral education hence they insist on a high standard of moral behavior on the part of our teachers and students. While educating the students on the lines of a modern public school, every effort is made to inculcate in them the values of Indian culture. For the introspection of the self actions and for meditation they have a separate place called "Manik Darshan".

A structure of circular seats where students sit facing the setting sun and meditate or say silent prayers. Sometime teacher speaks on a spiritual or moral topic or tells story to illustrate it. In keeping with its objective of working for the overall personality development of the students, the school organizes a wide variety of co-curricular activities the school has the following clubs and societies. They are literature society, Art Society, Music Society, Science Club, Dramatics Society, Agriculture Club, Photography Club, Computer Lab, Eco Club and Social Organizations. The school has vast four play- fields. Boys have to learn and acquire skills in athletics and physical training and it is compulsory. The campus life is so organized that most boys, especially those who have an aptitude for leadership, get an opportunity to learn and to take up and carry out responsibilities in an efficient, fair and fearless manner.

Excursions, camps and educational trips form a regular feature of the training in the school. The Manik Prabhu School is making full use of the technological boon for the benefit of the students. Manik Institute of Information Technology- a State of the art computers of the latest configuration and internet facility, offers up to programming level. The school is equipped with multimedia projector and interactive audio-visual aids. This school being a residential school, most of the students live in campus accommodation provided with spacious accommodation with well lighted and ventilated dormitories called Houses, separate for junior and senior sections. Each house has an average of 45 to 50 students. The

students have all facilities. The free hostel facility for the students belonging to the scheduled castes and scheduled Tribes and Minorities. There are about 150 students at present. The school provides facilities like reading room, computer room and games room etc. This hostel receives grant- in - aid facility from the Department of Backward Classes. The school has well qualified doctor who attends to the students every day and periodic medical checkups. Shri Manik Prabhu Anathalaya was established in the year 1995. Around 100 orphaned and destitute children find shelter. The Samiti provides all kinds of facilities to the children. The Samiti envisages starting vocational courses for these children.

**Library:** The credit of establishing the first public library in this region goes to Shri Manik Prabhu Shikshana Samiti- one of the educational wings of the Samsthan. This 50 year old library houses around 10,000 books on subjects as diverse and varied as philosophy, religion, culture, history, literature and medicine. There are some invaluable manuscripts relating to Vedic and Sanskrit literature. Raja Ram Mohan Roy Library Foundation of Calcutta has recently sanctioned grant to the library for construction of a new library building.

**Blind School:** In furtherance of its objective of working for the poor and the disadvantaged, Shri Manik Prabhu Shikshan Samiti started Shri Manik Prabhu Blind School in the year 1999. This is a residential school with full time teachers who are trained in Braille language. After learning up to Class forth in Braille here, the students are sent to regular schools, in order that they mix with the normal children and do not develop any kind of inferiority complex. About 40 blind children are presently pursuing their education in this school.

**Veda Pata Shala:** Preservation and propagation of Vedic culture finds high priority on the list of aims and objects of the Samsthan. Shri Manik Prabhu Veda Pata Shala is an institution founded to serve this objective. The Pathashala does not charge any fees to its students and provides free food and accommodation. Learned Vedic Pandits are appointed to teach RigVeda and Yajur Veda. Classes in Atharvana Veda and Sama Veda are shortly to begin. The School is recognized by the Government and follows a six year study course prescribed by the Maharshi Sandipani Rashtriya Veda Vidya Prathishtan- Ujjain.



**Sanskrit Patashala:** The Sanskrit of India cannot be adequately understood without knowing the Sanskrit language. Hence if one wants to know India, one has to learn Sanskrit. Manik Prabhu Sanskrit Pata Shala is an attempt in the direction of making people aware of India's culture and ethos by imparting them the knowledge of Sanskrit. The pathashala follows the course prescribed by the Karnataka Secondary Education Examination Board and the certificates earned by the students at the end of the final examination of the Board make them eligible for the appointment as Sanskrit teachers.

**Sangeet Patashala:** Maniknagar has been the source of inspiration for the musicians all over India. Such is the great musical tradition of Maniknagar that a musician does not feel the artistic satisfaction unless he earns the honour of performing in the famous Darbaar of Prabhu Maharaj at Maniknagar. Manik Prabhu Sangeet Vidyalaya is an effort by the Mangiri Welfare trust to uphold this great musical heritage of Maniknagar by initiating the young children in to nuances of Indian classical music.

**The working activities of Bidar District Sangeetha kale and Society/Institutions.**

SI No.	Society / institution names	Working arrangements
1	Sangeeta kala mandali Bidar pandit. Rajendra Singh pavara.	Regarding Hyderabad Karnataka sangeeta parampare.
2	Ganayogi Panchakshara Gavayi seva Sangha Bidar. Pro.s.v. Kalmata	Regarding Hyderabad Karnataka sangeeta parampare.
3	Natyashree nrutyayala Bidar. shreemathi Rani Sathya Murthy.	Regarding Hyderabad Karnataka sangeeta parampare and Bharata natya.
4	Nupura nrutya academy Bidar. Shreemathi Usha Prabhakar.	Regarding Hyderabad Karnataka sangeeta parampare Bharata natya and janapada sangeeta parampare .
5	Surutala sangeeta vidyalaya Bidar. Shree Kalashree Pandit ramaloo gadagi .	Regarding Hyderabad Karnataka sangeeta parampare.
6	Shabari matha sangeeta vidyalaya, Shree Ishwarappa Panchala.	Regarding Hyderabad Karnataka sangeeta parampare .
7	Pragati sangeeta vidyalaya Bidar. Shree Ramesh Kolara.	Regarding Hyderabad Karnataka sangeeta parampare and tabalavadana.
8	Veenapani sangeeta vidyalaya Bidar. Shree Shivakumar Panchala.	Regarding Hyderabad Karnataka sangeeta parampare.
9	Jeevana prakasha cultural and education society Bidar. Shri Deelipkumar kadavada .	Regarding Hyderabad Karnataka sangeeta parampare, sugama sangeeta Programme will be arranged.

10	Pandith puttaraja Gavayi sanskrutika memorial sangha, Bidar.	Regarding Hyderabad Karnataka sangeeta parampare Chalanachitra sangeeta Programme will be arranged.
11	Nadabrahma sangeeta vidyalaya Bhalki. pandit Shivaji Sagara.	Regarding Hyderabad Karnataka sangeeta parampare.
12	Saraswati sangeeta vidyalaya Bhalki. Usthad sheik Hannumiya	Regarding Hyderabad Karnataka sangeeta parampare .
13	Srushti sangeeta vidyalaya Bhalki. Prof.S.K. Patil	Regarding Hyderabad Karnataka sangeeta parampare.
14	Sharada sangeeta vidyalaya Bhalki. Shree Keshavarava Suryavamshi.	Regarding Hyderabad Karnataka sangeeta parampare .
15	Dr. Channabasava Hiremath samsthana Bhalki.	Regarding Hyderabad Karnataka sangeeta parampare.
16	Shree Manikprabhu Samsthana Manikanagara Humnabad taluk .	Regarding Hyderabad Karnataka sangeeta parampare.
17	Shree Veerabhadreshwara temple samsthana, Humnabad	Sangeeta and Pravachana Programme will be arranged in every year of shravana maasa.
18	Shree Gurubasava mahamane mannaek-kelli Humnabad	Regarding Hyderabad Karnataka sangeeta parampare
19	Dr. Pandit Puttaraj Gavayi samskruthika sangha Hallikeda(B), Humnabad taluk. Gurulingaya halaa.	Regarding Hyderabad Karnataka sangeeta parampare Sangeeta sammelena will be held on every year of July 3 <sup>rd</sup> since 25 years.
20	Dr. Pandit Padma Bhushan Puttaraj Gavayi bless Andhara samsthana molakera. Humnabad	Regarding Hyderabad Karnataka sangeeta parampare .
21	Nadhavedike samsthana Humnabad	Regarding Hyderabad Karnataka sangeeta parampare .
22	Padma Bhushana Dr. Pandit Puttaraj kavi Gavayi samskruthika trust. Basayya Swami, Humnabad.	Sangeeta Programme will be held every year.
23	Shree Veerabhadreshwara temple, Changlera Humnabad.	Sangeeta darbara will be held in fair.
24	Shree BakkaPrabhu devasthana samsthe Karakanalli, Humnabad taluk	Sangeeta darbara will be held in fair.
25	Dr. Pandit Padmabhushana Puttaraja Gavayi bless andhara samsthana molakera Humnabad, taluk Bidar Dist.	Regarding Hyderabad Karnataka sangeeta parampare .
26	Nadavedike sangha Humnabad	Regarding Hyderabad Karnataka sangeeta parampare.
27	Padmabhushana Dr. Pandit puttaraja kavi Gavayi samskrutika trust Humnabad.	Sangeeta Programme will be held every year.
28	Shree Veerabhadreshwara devalaya trust. changalera, Humnabad taluk.	Sangeeta darbara will be held in fair.
29	Shree BakkaPrabhu devasthana samsthe karakanalli, Humnabad taluk.	Sangeeta darbara will be held in fair.

30	Dr.Ambedkar sangeeta and samskrutika sangha, Chidri	Sangeeta Programme will be held.
31	Shobha, kale, sahitya and samskrutika sangha valdoddi Bidar. Shambhulinga valdoddi	Programme will be held every year.
32	Hiremath samsthana harakuda, Basavakalyan	Regarding Hyderabad Karnataka sangeeta parampare.
33	Sharada sangeeta vidyalaya Gorta, Basavakalyan taluk.	Regarding Hyderabad Karnataka sangeeta parampare.
34	Sangeeta rudra sangha Gorta, Basavakalyan taluk.	Regarding Hyderabad Karnataka sangeeta parampare.
35	Ganayogi pandit Panchakshari gavayi sangeeta paata shale Basavakalyan Taluk.	Regarding Hyderabad Karnataka sangeeta parampare.
36	Pandit Puttaraja Gavayi sangeeta balaga Basavakalyan Taluk.	Regarding Hyderabad Karnataka sangeeta parampare
37	Gurukumareswara krupaposhita sangeeta vidyalaya, Basavakalyan Taluk.	Regarding Hyderabad Karnataka sangeeta parampare
38	Dr.Channabasava Anubhava mantapa kala sangha santapoor . Aurad taluk.	Sangeeta and Pravachana Programme will be arranged in every year of shravana maasa.
39	Bheemaraja sangeeta and sahitya parishath Bidar. B. Shesharav	Buddha Pravachana will be held on every year for 3 months.

**Kreeda Mandal:** Manik Prabhu Kreeda Mandal , the Youth Club established by the Trust, does the important work of harnessing the youth power. The club organizes the games and sports activities and various other types of competitions, which help the youth in their personality development. The Ministry of Sports and Youth affairs, Government of India, has recently acknowledged the services of this club by sanctioning grant-in –aid for the construction of an Olympic- standard Swimming pool at Maniknagar for the promotion of sports activities in the region.

### **Engineering and Polytechnic Colleges**

The development of education will be hampered greatly, which in turn would hamper the overall development of the country. The engineering education served as a source of technical progress in several activities of production. The contribution of engineering education maintains that medical education not only provides self- employment but also offers large number of unforeseen opportunities of making unlimited money. Engineering education fundamentally engulfing the very birth, growth and progress in medical education has been due only to the innovative and conducive equipments the doctors need for diagnosis will have to be

designed and developed by engineering students. Medical instruments, equipments and machinery making has to be provided by them. However, the relatively less cumbersome and simple requirements have given rise to the birth of the plethora of engineering institutions. At present there are four engineering colleges in Bidar District spread over five taluks. They are: 1) Rural Engineering College, Bhalki; 2) Gurunanaka Dev Engineering College Bidar, 3) Basavakalyan Engineering College, Basavakalyan and 4) Lingraj Appa Engineering College, Goranahalli, Bidar.

**Rural Engineering College Bhalki:** Rural Engineering College, Bhalki in Bidar district of Karnataka State, located at the northern tip of Karnataka established in September 1982 is one of the best engineering colleges not only in Karnataka but in whole of India. It has got complete characteristics of a Regional Engineering College where about 50% students are from Karnataka and the rest 50% are from all parts of India i.e. Bihar, Jharkhand, Delhi, UP, Punjab, Himachal Pradesh, Maharashtra, Assam, Manipur, West Bengal, Gujarat and Andhra Pradesh etc. This college is approved by All India Council for Technical Education(AICTE), New Delhi and affiliated to Vishwesharayya Technical University (VTU), Belgaum and sanctioned by Govt of Karnataka. Its various courses are accredited by NBA, AICTE, New Delhi.

The Mission and the vision of the college is to build excellent professionals in engineering and technology management and information science by providing value need based quality education and to impart technical and management expertise and to inculcate professionalism and to deliver the needs of the society to excel in real life situations at all levels. The college has a magnificent building and good infrastructure featuring about 50,000 Sq.m. built-up area, well equipped laboratories, workshops, drawing halls, seminar halls, big library having about 53,000 books and more than 1500 journals including e-subscribed, lecture halls, computer centre, departmental computer centers. The Departments in the college are 1) Mechanical Engineering 2) Computer Science Engineering 3) Electronics & Communication Engineering 4) Electrical & Electronics Engineering 5) Information Science Engineering 6) Automobile Engineering and 7) Civil Engineering.

Central Facility to cater to the needs of the students, staff and even

the Management, the college has got various centralized facilities such as Training and Placement Cell to take care of students training and on/off campus placement. EDUSAT for relay of classes on subjects through V.T.U and I.S.R.O. E-VIDYA to provide online reading materials. Health Center to take care of health by Doctors. REC Consumer Cooperative Store to provide essential items at reasonable cost. REC Cooperative Society to take care of well being for employees. Resographic Center having facilities for photocopying, printing, scanning etc. Browsing Centers to facilitate internet browsing at different places. Security and Vigilance for the students and employees in the college and hostels. Canteen to take care of breakfast, working lunch, tea, coffee etc. Local Guardianship Scheme to give the homely care to students by faculty. Student Welfare Officer to take care of students welfare in various aspects. ATM, Extension Counter of State Bank of Hyderabad (Bhalki Branch) and Post office. Sports, Gymnasium and many more facilities and amenities. The institution has 3 boys hostels accommodating about 700 boys and 2 girls hostel accommodating 350 girls, canteen, bank, gymnasium, sport facilities, training and placement cell NSS students, student welfare office, EDP cell, STEP, cooperative store and consultancy cell, etc.

The college assists the students in training and placement activities and placement record is 80% for eligible students. Till date more than 7200 students have passed and are well placed in Government, private and public sector organizations in India and abroad and they are doing very well. The institution is the chosen centre for satellite based education training programme through ESUSAT and VASAT by VTU and ISRO. The college also acts as a monitoring centre for 'Mahiti Sindhu' a free computer education programme for Govt high school students of Bidar district. The college runs the training programme for rural students sponsored by the Government Toolroom and Training Centre (GTTC) Karnataka Renewable Energy Development Ltd, Govt. of India and Govt. of Karnataka have sanctioned solar energy pack at college.

**Basavakalyan Engineering College:** The Basavakalyan Educational Trust's first creation is Basavakalyan Engineering College which was established in the year 1999. The Basavakalyan Engineering College is located in a vast green patch of 30 Acres land adjacent to the National

Highway No. 9 between Basavakalyan and Humnabad. It is an ideal location in verdant expenses. In tune with international standards an integrated campus is designed to provide congenial atmosphere for learning. The Basavakalyan Engineering College is a self-financing institution recognized by AICTE New Delhi and a Govt. of Karnataka on 19-11-1999 and affiliated to Vishveshwariah Technological University, Belgaum.

The courses offered in this institution have tremendous employment opportunities in the global market. By providing state of the art learning infrastructure within the integrated college campus and experienced teaching faculty are the hallmarks of the institution. The master plan, already in place in great measure, is to be completed in short span of time. It meets such requirements as residential, recreational, academic, research, leisure, sports, healthcare, library, workshops, laboratories, bank, shopping areas, etc. plans are in the anvil to integrate technological features such as complete computer networking of all facilities within the campus, providing for dedicated internet access, etc. The modular design provides for expansion and inclusion of futuristic features in the infrastructure and in the next few years to come. The college has the following departments: 1) Mechanical Engineering, 2) Computer Science Engineering, 3) Electronics & Communication Engineering, 4) Electrical & Electronics Engineering, 5) Information Science Engineering, 6) Automobile Engineering and 6) Civil Engineering.

**Gurunanak Engineering College:** Of the four 'Sojourns of G.N. Devji, the second one covered Deccan and Sri Lanka during which he passed through Bidar, where in response to the prayers of local inhabitants he touched the rock with his right hand a fresh water spring continues to flow this day. Thus it got the name of Sri Nanak Jhira Saheb. Prabhandak Committee was formed in 1950 to renovate and develop the jhira under the President ship of Pant Bhushan Sant Sardar Bhishan Singhji. Unfortunately in the year 1966 Santji expired and the mantle fell on the shoulders of his son Sardar Joga Singhji who continued to provide stewardship to the Prabhandhak Committee to the welfare and up- liftment of Human Society.

As developing activities were growing fast, a Public, Religious, Educational and Charitable Trust by name Sri. Nanak Jhira Saheb Foundation was created in March 1987 by the Prabhandhak Committee

Gurudevvara Sri. Nanak Jhira Saheb Bidar and the Gurudevvara Mai Bhago, Janwada Dist Bidar, for the efficient management of these institutions under the stewardship of Sardar Joga Singhji. Under his inspiration, foresight and commitment to development, Guru Nanak Dev Engineering College flourished and emerged as one of the leading technical institution of Karnataka State in a short span of nearly one and half decade. The foundations multifarious activities in the interest of human society were glorified when it's president Sardar Jogasingh Ji was awarded the honor of Shiromani by the then Vice-President of India Dr. Shankar Dayal Sharma on 30th December 1987.

In August 1980 the Prabhandhaka Committee of Gurudwara Sri. Nanak Jhira Saheb formally opened the Gurunanak Engineering College, located in a 23 acre campus; the college began by offering courses in three disciplines to 120 students. Currently 1200 students from all over the country and abroad, benefit from a rare level of education imported by through professionals.

Initially the college was affiliated to Karnataka University, Dharwad and later on, the college was affiliated to Gulbarga University, Gulbarga. At present college is being managed by Sri.Nanak Jhira Foundation Trust. However, subsequently a separate Technical University called Vishveshwariah Technological University, Belgaum has been established during the academic year 1998-99 and since then this college has been affiliated to the said university. This College approved by All India Council for Technical Education(AICTE), New Delhi. Then the college started with an annual intake of 120 in three traditional branches. The following are the Departments:1) Mechanical Engineering, 2) Computer Science Engineering, 3) Electronics & Communication Engineering, 4) Electrical & Electronics Engineering, 5) Information Science Engineering, 6) Automobile Engineering, 7) Civil Engineering.

#### **The College offers the following UG & PG courses**

##### **A) Under Graduate Programmes**

1. Computer Science & Engineering
2. Information Science & Engineering
3. Electronics & Communication Engineering

4. Electrical & Electronics Engineering
5. Mechanical Engineering,
6. Automobile Engineering
7. Civil Engineering

##### **B) P.G. Programmes**

1. M.Tech in Computer Science & Engineering (CS)
2. M.Tech in Mechanical Engineering (Computer Integrated Manufacturing)
3. M. Tech in Electronics & Communication Engineering (DCN/W)
4. Masters in Business Administration (M.B.A)

##### **C) Research Center**

There is no compromise when it comes to adopting a professional approach in education. The faculty is a pick up of the finest, highly qualified academicians in every field, with common quality-commitment. The courses have been designed to bring out the dormant professional in every aspect of Engineering that has relevance in the contemporary world identified to create a platform of knowledge that is the springboard for Professional careers.

The management has been provided laboratories, spacious classrooms, library, hostels etc.The college has good facilities and infrastructure in the form of administrative building, Auditorium, central library, laboratories like DSC/OOPS Lab PG/R&D Lab Operating System/ Net work Lab, DBMS Lab, System Programming Lab, Internet Programme Lab and Analog Digital Electronic/Micro Processor Lab, workshops, seminar halls, Digital Classroom and hostel accommodation. The academic infrastructure is developed to meet the requirements of different disciplines not only up to final year but also for higher studies. Sophisticated and modern equipments have been added to facilitate research and development.

Gurunanak Dev Engineering College has highly qualified academicians in every field. Each with one common quality commitment. The courses have been designed to bring out the dormant professional in every aspect of Engineering that has relevance in other contemporary world, has been identified to create a platform of knowledge that is the spring board of



professional careers. Each department is led by a senior academician with adequate experience. Needless to say, these departments are microcosms of knowledge and are replete with every facility laboratories etc that truly amplify and atmosphere where theory and practice combine to give students a holistic view of their chosen discipline.

#### **Infrastructure & Facilities Available in Gndec**

1. State of the Art Laboratories in all Departments.
2. Well stocked Library : 40,000 Volumes, 115 Journals and a Digital Library.
3. Computing Facility : 7 Computer Centres with Dual core & Above Computers and Internet Facility.
4. Auditorium : Capacity of 400 Seats
5. Mini Auditorium with A/C : Capacity of 120 Seats
6. Hostel Facility:
  - A. 320 Hostel Rooms for 640 students (Boys) in the College campus.
  - B. 85 Rooms for Girl students at Gurudwara Complex.
7. Sports Facility: Athletics (400 M Track), Football, Hockey, Cricket, Basketball, Gymnasium & a Stadium
8. Transportation: College Buses
9. Medical : Resident Doctor and Guru Nanak Multi speciality 100 Bed Hospital & Ambulances
10. Banking : State Bank of Mysore Branch in the Campus
11. Canteen : Canteen Facility in College Campus
12. Reprographic Facility is available
13. Telephone facility:
14. Indoor Stadium : For Badminton, Chess, Carom & Other Indoor Games.

#### **Extensive Industry Interaction**

Guru Nanak Dev Engineering College's core team comprises senior professionals, each with the highest qualification in their respective fields, in addition to a minimum of 25 years of in-depth work experience in the corporate world as well as the academics. Along with sound academic inputs, Guru Nanak Dev Engineering College also believes in giving

practical exposure to its students. As a part of this initiative, Guru Nanak Dev Engineering College regularly organizes industrial visits, seminars and workshops serving as a platform where senior executives from the corporate world share their invaluable experiences. We provide a vibrant atmosphere for Industry-Institute Interface in the form of Engineering & Management Development Programmes, Consultancy, Research, Internship tenures.

#### **Innovation & Knowledge Management**

Strengthening the concept of learning from the Gurus and reputed Industry Experts, Guru Nanak Dev Engineering College organizes weekly workshops and seminars getting experts from various walks of life to address the students and impart the knowledge that they have consolidated over long years. Personality Development Sessions, Orientation Programs, Seminars, Guest Lectures, Life Transforming and Motivational Speeches and Value based Education constitute these activities. Guru Nanak Dev Engineering College also forms various Management Committees like for Students, Case study Learning's, Role Plays to enhance their knowledge.

**Lingaraj Appa Engineering College:** Recently (in the year 2012) Lingaraj Appa Engineering College is established and affiliated to Vishveshwariah Technological University, Belgaum approved by the All India Council for Technical Education (AICTE). The Departments functioning in the college are 1) Mechanical Engineering, 2) Electronics & Communication Engineering, 3) Computer Science Engineering, 4) Electrical & Electronics Engineering, 5) Civil Engineering. The total intake in the college is 300 students.

**Maulana Azad Bhavan:** In this building at chikpet Bidar, a PG centre to learn in Urdu Medium through Distance Education Scheme is started.

**Government Engineering College:** Government has sanctioned 1 Engineering College in Bidar.

#### **Polytechnic Colleges**

Polytechnic is an institute that offers a range of programme courses of vocational or technical nature. The polytechnic specializes in providing a number of career courses under one group. Polytechnics are outside the usual school and the University system. Polytechnics in India are under the control of State Departments or directorates of technical education. All

India Council for Technical Education (AICTE) acts as a regulatory body for polytechnics in India. Usually have three years duration completion of which leads to a Diploma in concerned branch. Government Polytechnic, Bidar was set up in 1960 with provision for diploma course of three years duration in Civil, Electrical and Mechanical engineering. The intake capacity of 40 students for each of the courses. The admission to all the courses was full to the capacity in the first year itself. During that year there were 18 persons on teaching staff and 24 persons in the workshop staff assisted by 15 members of ministerial staff. Later, the intake capacity was reduced to 30 for each of the courses. In March 1975 only three branches were working in the college. The student-strength was as given course wise below:

Name of the Course	I Year	II Year	III Year	Total
Civil Engineering	30	23	7	60
Electrical Engineering	30	13	6	49
Mechanical Engineering	30	6	4	40
<b>Total</b>	<b>90</b>	<b>42</b>	<b>17</b>	<b>149</b>

The above table explains about the number of students in the first, second and third year students. The staff consisted of 15 persons on the teaching staff, 15 on the workshop staff and 17 members of ministerial staff in that year. Formerly, the polytechnic was housed in a private building and in 1964 it occupied its own building constructed at a cost of Rs.10,00,000. Good hostel facilities have been provided. The institution has a well- equipped laboratory and a workshop with equipment worth Rs.15,00,000. It has prepared some good teaching aids and working models for the use of the students. In the year 1998-99 the number of polytechnics colleges were 5 at Bhalki and another four colleges in Bidar. The total number of students for one college 294 students and for four college 1134 students.

In the year 2008-2009, there are four polytechnic colleges. One at Aurad, one at Bhalki, two at Bidar with 217 boys, 192 boys and 14 girls, 618 boys and 50 girls respectively. At present there are six polytechnic colleges including government and private. Out of these one is located at Aurad, one at Bhalki, three at Bidar and one at Humnabad. The total number of students 215 boys and 15 girls, 195 boys and 23 girls, 530 boys and 143 girls and 97 boys and 15 girls respectively. At present there are

six polytechnics of which 2 are government and the remaining four are private unaided.

1. Government polytechnic Bidar., 2) Government polytechnic Aurad.; 3) J.N. Polytechnic Thanakusnoor, Tq Aurad, Dist Bidar.; 4) Nittur Education society polytechnic, Nittur.; 5) Haralaih polytechnic, Bhalki, Dist Bidar and 6) HKDET polytechnic Hudgi Village, Humnabad.

#### **Polytechnic College; Courses offered; Students intake for first year**

Sl. No	Polytechnic College	Courses offered	Intake for first year
1	Government polytechnic, Bidar.	AE, CE, CP( Kannada), CP(English); E&C, E&E, ME	400
2	Government polytechnic, Aurad.	E&C, E&E, ME, CS	240
3	J.N. Polytechnic, Thanakusnoor, Aurad Taluk, Bidar.	CE, E&C, E&E, ME, CS	240
4	Nittur Education society polytechnic, Nittur.	CE, CS, E&C	210
5	Haralaih polytechnic, Bhalki, Bidar District	CE, CS, E&C, ME	240
6	HKDET polytechnic, Hudgi Village, Humnabad.	CE, CS, E&C, ME, EE	120
7	Basavakalyan Polytechnic College, Basavakalyan,	CE, NE, ME, EE	240

#### **Law Education**

As the society grows in length and breadth there are many socio-political and economic changes which affect different people in different ways. Consequently, there will be gainers and losers. Therefore, a legal system has to bridge gap between various sections by providing what is popularly known as justice. For achieving this goal, the development of legal education becomes an inseparable part of practical ways of life.

The growth of Law degree colleges have met with a number of complicated stages. On the one side, students enrollment, examination and appeared in itself and on the other side number of Graduates coming for practice has been very little. Because this calls for a drastic change that juniors always have to work with the so-called senior and well established lawyers attracting larger clients. This is very difficult process. Further the law graduates have been found attachment in various organized functioning activities and institutions. Whereas in the modern days the legal education

has neither lost nor gained any substantial importance over a long period of time. The law degree has become to some only a matter of symbol, socially or politically getting its recognition. During the year 1975 only one college was established and working ( KRE Society's RV Bidap Law College Bidar.) under Karnataka University Dharwad. Till 1999-2000 only one college was working. The status of the college is presented in the following table. (category wise growth of students, Number of teachers, Student - Teachers Ratio and Number of colleges in Law in Bidar District from the year 1990-91 to 1999-2000 have been presented.)

Years	Category wise growth of students, Number of teachers , Student - Teachers Ratio and Number of colleges						
	SC	ST	Others	Total	Teachers	Student Teacher Ratio	Colleges
1990-91	57	NA	265	322	10	32.2	1
1991-92	NA	NA	246	246	10	30.1	1
1992-93	67	NA	332	399	9	44.33	1
1993-94	70	NA	340	410	10	43.00	1
1994-95	95	NA	334	429	8	53.62	1
1995-96	66	NA	384	450	6	78.00	1
1996-97	58	18	347	423	5	91.80	1
1997-98	66	24	300	390	6	64.00	1
1998-99	90	18	383	491	6	82.16	1
1999-2000	105	20	418	543	-	74.71	1

The growth of law colleges in Bidar has been explained in the above table. The data shows that the number of colleges, the number of teachers and students and student-teacher ratio. In the year 1990-1991 there was only one Law College with the total students strength 322 with ten number of teachers. Whereas after a gap of ten years i.e in the year 1999-2000 the same status is maintained. It means there was no much change in the growth of law colleges. If we observe the growth pattern of enrolment to Legal education which was same. Indeed it is very difficult to attract large number of students as well as teachers to legal education institutions. Because it require much longer period for acquiring advanced degree required for teaching the Law students. The opportunity cost of higher degree has been subject to great disturbances. Some practitioners would like to take up teaching as a side profession. Similarly, those with specialized a legal expertise would like to serve those areas which are more productive

and remunerative. Some of the teachers always alert themselves very soon to get a social secured job i.e the post of magistrate rather joining an undergraduate college. With all these, change number of colleges, number of students and in the number of teachers in the law colleges is low.

At present 97 Law Colleges are existing in the entire Karnataka State out of which two colleges are working in Bidar District. Earlier, these colleges were affiliated to Gulbarga University Gulbarga. In the year 2009, Karnataka Law University Act has been approved by the Government of Karnataka. As a result Karnataka State Law University established in the year 2009 in Dharwad and all the Law colleges are affiliated to this University. These colleges are approved by the Bar Council of India. At present only two colleges are working in Bidar District. Namely:

**Shri. Mahadevappa Gaddagi Law College, Bidar:** Shri Mahadevappa Gaddagi Law College was established in the year 2000 with the approval of Bar Council of India and affiliated to Gulbarga University, Kalaburgi. It is running Five years and Three years Law course. The subjects offered are Administrative Law, Alternative Dispute Resolution, Company Law, Constitutional Law, Contract Law, Criminal Law, Civil Procedure, Environmental Law, International Law, jurisprudence, Law of Evidence, Family Law, Human rights, industrial Law and intellectual property.

**KRE Society's RV Bidap Law College, Bidar:** A Law College named as Karnataka Law College was established in 1975 by the Karnataka Rashtriya Education Society, strength of 232 under the charge of five lecturers. It is affiliated to Karnataka State Law University Dharwad and be a full fledged Law college by 1977-78. At present it is housed in the Karnataka High School premises. It is managed by the Karnataka Law college governing body, consisting of nine members. It is running three years Law Course.

#### **Teacher Education Programme**

The essential requirement of any sound education system is the provision of adequate arrangements for training teachers. In the princely state of Mysore steps had been taken in 1860 for the training of teachers with the establishment of a training school at Mysore. With the introduction of Hobli school system to meet the demand for trained teachers, Normal schools were established at all district head quarters for training of teachers.

A normal school for Urdu teachers was started at Gulbarga in 1889 – 90, which was later transferred and merged with the new Government Normal school, Hyderabad, When Kannada section was also added in 1889. A training school for women was started at Gulbarga and later was converted in to middle school in 1928. The scheme of training Teachers was recognized in 1925, with that the two years course for matriculates was reduced to one year by dropping the general subjects. The training for middle school passed candidates was reduced from one and half year to one year. A training class of one year for intermediate passed teachers was introduced. A Kannada Normal school was started in Gulbarga in 1930 which had Urdu medium also. Later this Urdu – Kannada Normal school was transferred to Raichur. In 1955, it was converted into Basic training institution. In 1956 three more institutions were started one each in Raichur, Gulbarga and Bidar.

There were seven colleges of education in 1956 – 57 in the entire Karnataka State. During the period from 1956 – 57 to 1968 -69 the colleges of education were opened bringing the total number of colleges to 17. The number of colleges increased to 48 during 1982 – 83 with a strength of 4,687 trainees affiliated to different Universities of Karnataka. Under Gulbarga university there were six B. Ed colleges including one at Bidar i.e. Basaveshwar College of education.

Since independence various committees and commissions appointed at the State and Central levels have recommended improvement of teacher education system as a pre-requisite for qualitative improvement of the education system of the country. In pursuance of the constitutional commitment for universalisation of Elementary Education (UEE) up to the age of fourteen, it is imperative to revamp the teacher education system of the country. The National Policy of Education, 1986 and the programme of action (POA) of 1986 as updated in 1992 have clearly mentioned about the need of Pre-service and In-service teacher education. It has empathetically pointed out the critical role of the teacher for achieving UEE and for qualitative improvement of school education. Recently, Government of India has taken some major initiatives for restructuring and reorganizing of teacher education in the country.

They are 1) Strengthening of State Councils of Educational Research and Training (SCERT); 2) Establishment of Colleges of teacher Education (CTEs) and Institutes of Advanced Studies in Education (IASEs) by upgrading some existing government colleges of Education. The (CTEs) and (IASEs) well shoulder the responsibility for innovative teacher education programme both at the secondary and higher secondary level along with vocational education and 3) Establishment of the District Institutes of Education and Training (DIETs) in each district by upgrading the existing teacher education institute with the responsibility of organizing Pre-Service and In-Service education for elementary School teacher.

Though all the recommendations were not carried out, a lot has been done on the basis of these suggestions. Thus a new era in teacher education has dawned and the future holds many promises. Meanwhile, National Council for Teacher Education, a statutory body, established to achieve planned and coordinated development of teacher education in the country and to ensure maintenance of norms and standards has set the norms for teacher education institutions at all levels.

The National Council for Teacher Education was established through an Act of Parliament (No.73 of 1993), promulgated on the 17th August, 1995. Its broad Mandate is two fold: (i) to achieve planned and coordinated development of teacher education in the country; (ii) to regulate and maintain norms and standards in the teacher education system. The year 2001-2002 witnessed on unprecedented number of proposals for starting new teacher education institutions. As many as 1059 applications were received for recognitions of various teacher education courses during this year.

The B.Ed Colleges in the State are affiliated to the respective universities and have to abide by the rules of affiliation of the respective University. The ordinances of the university in connection with B.Ed course will be followed. The functions of the teacher education programme are as given below:1) To organize pre-service teacher education courses for the preparation of secondary school teachers; 2) Organise subject-oriented 3-4 weeks duration and shorter, theme specific 3-10 day duration in-service teacher education programmes for secondary teachers with a view to making every teacher undergo at least one subject –oriented training course every five years, apart from shorter and specific courses; 3) Conduct experimentation



and innovation in secondary school education.; 4) Provide training and resource support for the new areas of educational concern e.g value oriented education, work experience, environmental orientation of education, population education, educational technology, educational literacy, vocationalisation and science education etc. and 5) Encourage community participation in teacher preparation programme.

Bidar district has thirty Colleges of Education of which twenty six colleges are affiliated to Gulbarga University, Gulbarga and recognized by the National Council for Teacher Education, New Delhi and established in the first decade of 21st Century. All these colleges are co-education in nature and are contributing towards the service to humanity. These institutions hold the responsibility of producing the skilled, dedicated and sincere teachers to teach at secondary level. There shall be one whole-time Principal and seven lecturers on whole-time basis for every 10 students admitted having qualification as per NCTE norms.

**The following table gives the detailed information about the B.Ed and M.Ed Colleges of Bidar district.**

Sl. No.	Name of the College	Year of Establishment	Type of Management	Affiliation to University	Courses of Study
1	Basaveshwar College of Education. Bidar	1980	Private Aided	Gulbarga University Gulbarga	B.Ed
2	Doddappa Appa College of Education. Basavakalyan	2004	Private Un aided	Gulbarga University Gulbarga	B.Ed
3	Kote College of Education. Bidar	2004	Private Un aided	Gulbarga University Gulbarga	B.Ed
4	Anjanadevi College of Education. Humnabad	2004	Private Un aided	Gulbarga University Gulbarga	B.Ed
5	Rural College of Education. Aurad	2004	Private Un aided	Gulbarga University Gulbarga	B.Ed
6	Shantiniketana college of Education. Bidar	2004	Private Un aided	Gulbarga University Gulbarga	B.Ed
7	Gurunanak College of Education. Bidar	2004	Private Un aided	Gulbarga University Gulbarga	B.Ed

8	Indian College of Education. Bidar	2004 & 2008	Private Un aided	Gulbarga University Gulbarga	B.Ed & M.Ed
9	Goutam College of Education. Bidar	2004	Private Un aided	Gulbarga University Gulbarga	B.Ed
10	H.K.D.E. Trusts College of Education. Humnabad	2004 & 2008	Private Un aided	Gulbarga University Gulbarga	B.Ed & M.Ed
11	Karnataka College of Education Bidar	2004 & 2007	Private Un aided	Gulbarga University Gulbarga	B.Ed & M.Ed
12	C.M.M. College of Education Basavakalyana	2004	Private Un aided	Gulbarga University Gulbarga	B.Ed
13	Dattagiri College of Education Bidar	2006	Private Un aided	Gulbarga University Gulbarga	B.Ed
14	Govindrao Mule College of Education Bidar	2006	Private Un aided	Gulbarga University Gulbarga	B.Ed
15	Noor College of Education Bidar	2006 & 2007	Private Un aided	Gulbarga University Gulbarga	B.Ed & M.Ed
16	Shanti Vardhaka College of Education Bidar	2007	Private Un aided	Gulbarga University Gulbarga	B.Ed
17	Lakshmi Bai Kamathane College of Education Bidar	2007	Private Un aided	Gulbarga University Gulbarga	B.Ed
18	Siddartha College of Education Bhaliki	2009	Private un aided	Gulbarga University Gulbarga	B.Ed
19	Rajiv Gandhi College of Education Bidar	2009	Private Un aided	Gulbarga University Gulbarga	B.Ed
20	Indira Priyadarshini College of Education Basavakalyan	2009	Private Un aided	Gulbarga University Gulbarga	B.Ed
21	Jasmine College of Education. Bidar	2009	Private Un aided	Gulbarga University Gulbarga	B.Ed
22	Global College of Education. Bidar	2009	Private Un aided	Gulbarga University Gulbarga	B.Ed
23	Yallalinga College of Education. Bidar	2009	Private Un aided	Gulbarga University Gulbarga	B.Ed

24	Allam Prabhu College of Education. Bhalki	2009	Private Un aided	Gulbarga University Gulbarga	B.Ed
25	Manjira College of Education. Bidar	2010	Private Un aided	Gulbarga University Gulbarga	B.Ed
26	Sahil College of Education. Bidar	2010	Private Un aided	Gulbarga University Gulbarga	B.Ed

The above table indicates about the details of the 26 B.Ed colleges and four M.Ed Colleges which are affiliated to Gulbarga University, Gulbarga. Every B.Ed college runs the academic programme according to the Norms and Standards of NCTE. The B.Ed college intake is fixed as per the NCTE 100 and M.Ed college intake is 35. All these colleges of Education are spread over five taluks of Bidar District and four M.Ed Colleges are in Bidar and Humnabad.

**Women B.Ed College in Bidar District:** Apart from these colleges of education there are four Women colleges of Education established in Bidar District in the first decade of 21st century and they are affiliated to Karnataka State Women University, Bijapur. These Colleges are also recognized by National Council for Teacher Education, New Delhi. The intake in each of these B.Ed colleges is 100 and only women students have the eligibility to take admission.

**The following table shows the status of Women B.Ed Colleges in Bidar District**

Sl. No	Name of the Colleges	Year of Establishment	Type of Management	Name of the affiliated University	Course
1	B.E.S College of Education for Women Bidar	1985	Private Aided	Karnataka State Women University, Bijapur	B.Ed
2	Indian College of Education for women, Bidar	2005	Private Aided	Karnataka State Women University, Bijapur	B.Ed
3	Gujjamma College of Education for women Bidar	2007	Private Aided	Karnataka State Women University, Bijapur	B.Ed
4	Dr. Sarojini Naidu College of Education for women Humnabad,	2007	Private Aided	Karnataka State Women University, Bijapur	B.Ed

The above table indicates about the details of four Women B.Ed Colleges working in Bidar District which have been affiliated to Karnataka State Women University, Bijapur and recognised by the National Council for Teacher Education, New Delhi. These institutions are working with an intake of 100 students. Out of four colleges three colleges namely Indian College of Education, Bidar, Gujjamma College of Education, Bhalki and Dr. Sarojini Naidu College of Education, Humnabad are private unaided organisations and the old B.E.S College of Education established in the year 1985, recently got Grant –in –Aid provision from Government of Karnataka. Among all the 30 B.Ed Colleges Basaveshwar College of Education is oldest one.

**Basaveshwar College of Education:** Basaveshwar College of Education is situated in the heart of Bidar town. For most quarter a century this institution has been the hub of academic activity training young teachers. Students passing out from this college are serving in schools, education departments throughout the State and neighboring states of Andhra Pradesh and Maharashtra and every one of them have proved as an asset to those institutions which they serve. This hallowed institution was established in the urban area of Bidar in 1980 under the aegis of Hyderabad Karnataka Education Society, in pursuance of the Society's objective of creating an institutional base to Higher Education in the under developed districts of Gulbarga and Bidar in North Karnataka and had one college of education at Gulbarga before 1980. At the time of its establishment the College was the only one of H.K.E.S in the Bidar. Consequently the students desirous of pursuing B.Ed training course had to go far off places in Karnataka and that too chances of getting admission in those colleges were very remote. Under this difficult situation Hyderabad Karnataka Education Society with head quarter in Gulbarga venture to start this B.Ed college. Initially the college was affiliated to Karnataka University, Dharwad. With the emergence of Gulbarga University the college got affiliated to this University in September 1980. The college has housed in its sister institute got an independent building in the year 1988. In the year 1996, it was recognized by the National Council For Teacher Education New Delhi. The college has all the facilities like Computer lab, Science lab, Psychology lab and Technology lab, all the infrastructural facilities including library and reading room. The college has an intake of 100 with 8 number of teachers. The mission of the

College is to provide quality education to the promising perspective teachers and service to the humanity through service to education. Recently, the college had got grant –in –aid facility from Government of Karnataka.

### **Teacher Training Programme (D.Ed)**

The DIETs have been established for re-organizing and re-structuring elementary teacher education at the district level. The role of DIETs is that of pace-setting institutions through: 1) Excellence in the DIETs own tasks and Helping the elementary and adult/non-formal education system for advancing excellence at the district level. At present, district is the most important functional unit in the administrative structure. DIETs have thus been visualized as facilitating agency for the purpose. The major functions of DIETs are: 1) Pre-service and in-service education of elementary school teachers; 2) Induction and continuing education of instructors and supervisors for non-formal and adult education and provision of general resource support to them; 3) Planning and management support to District Boards of Education, school complexes and educational institutions; 4) Serving as an evaluation centre for primary and middle schools as well as Non –Formal and Adult Education Centres, 5) Provision of services of the research and learning centres to teachers and instructors; 6) Educational technology and computer education support to the district and 7) Experimentation and research on educational problems of the district.

Before the adoption of NPE 1986 and its Programme of action, academic and resources support was being provided largely at national level and State level by Institution like NCERT, NIEPA, SCERT etc. at the district level there were elementary teacher educational institutions, but their activities were confined mostly to pre-service teacher education. At this stage, provision was envisaged to the establishment of DIETs for restructuring and reorganizing teacher education programme at the gross root level by up grading existing elementary teacher training institutions for qualitative improvement of elementary school education programme.

The Government Basic Training Institute in Bidar was established in 1960 with a view to providing training facilities to primary school teachers. To start with, one year course programme was introduced in March 1976, the strength of the trainees was 138 for T.C.H. first year, 28 boys and 21 girls, and for T.C.H. second year 62 boys and 27 girls. The

staff consisted of one superintendent, three assistant masters, one Hindi teacher, two craft teachers, two craft assistants, one drawing teacher and one physical education teacher. This training Institute is also a centre for conducting short-term course for the science teachers in the content–cum–methodology of new syllabus. During the year 1976, a correspondence–cum–vacation course was started and 27 candidates were prepared for the April examination of 1976. The Institute was housed in a rented building and has laboratory equipment worth Rs. 50,000 gifted by the UNICEF. It has a library containing 2,328 books.

The Basic Training Institute (Marathi), Bidar, was started in 1960. Up to 1966, it provided one year training course, and trained 50 candidates every year. In 1966, a two year course was introduced. In 1976, there were 33 candidates and 9 female candidates in T.C.H II year. The teaching staff consisted of a head master, five graduate assistants, four craft teacher and three part-time teachers. The medium of instructions is Marathi. Hindi is also taught as a compulsory subject. The T.T.I has a library of its own, containing 2,300 books (1976). The Institute is functioning in the Government High School building at Bidar. The trainees are provided with hostel facilities. In the year 1980-1981, there were two training colleges with 26 number of teachers and 383 number of students out of them 205 were boys and 178 were girls.

At present, 55 D.Ed Colleges are existing in Bidar District and they are spread over five taluks. In Basavakalyan 10 Colleges, Humnabad taluk 6 colleges, Bhalki taluk 9 colleges, Aurad taluk 8 colleges, Bidar District 22 colleges. Out of these colleges only one Government college, Government TTI, one Urdu D.Ed College, one Marathi medium D.Ed colleges are existing. Except Government Teachers Training college, all the remaining colleges are private unaided colleges. The list of the colleges is given below:

- Luqman D.Ed College, Basavakalyan
- Maharashtra D.Ed College, Basavakalyan
- Mahatma Gandhi D.Ed College, Basavakalyan
- Noor D.Ed College, Bidar
- Parama Poojya Jagannath Swamy D.Ed College, Basavakalyan
- SVE Society's D.Ed College, Humanabda

- Sai D.Ed College, Humanabad
- Shaheen D.Ed College, Bidar
- Allam Iqabal D.Ed College, Bidar
- Shree Sharana Basaveshwar D.Ed College, Basavakalyan
- Shivaji Rao Powar Matharthi D.Ed College, Bhalki
- Shri Ambedkar D.Ed College, Bidar
- Shri Shivayogi Siddarameshwar D.Ed College, Bidar
- Vasantha D.Ed College, Bidar
- D.Devaraj Urs D.Ed College, Bidar
- Shri Sadguru Siddharudha Swamy D.Ed College, Bidar
- Shri. Elukoti Mylarlingeswar D.Ed College, Bidar
- Vishal D.Ed College, Bidar
- Adarsha D.Ed College, Bidar
- Bahujana D.Ed College, Humnabad
- North Karnataka D.Ed College, Bidar
- SVE Marathi Medium D.Ed College, Bidar
- Sai D.Ed College, Humnabad
- Shanti Vardhaka D.Ed College, Aurad
- Shri Jagdguru Siddhabesaveshwar D.Ed College, Bidar
- Vivekanand D.Ed College, Humnabad
- Jainab Saraswathi D.Ed College, Aurad
- Priyadarshini D.Ed College, Bidar
- Dr.Vishwas D.Ed College, Bidar
- Jasmine D.Ed College, Bidar
- Nida D.Ed College, Bidar
- Nalanda D.Ed College, Bidar
- Priyadarshini Gyana Ganga D.Ed College, Bidar
- Shanti Vardhaka D.Ed College, Bhalki
- MJA D.Ed College, Basavakalyan
- Swami Vivekanand Maratha D.Ed College, Aurad
- Vaijinath Kamathane D.Ed College, Bidar

- Jnana Ganga D.Ed College, Basavakalyan
- Carmel D.Ed College, Bidar
- Shri Basaveshwar D.Ed College, Aurad
- KRE D.Ed College, Bidar
- Veerabhadreshwar D.ed College Bidar
- Patriswamy Rural Teacher Training Institute, Aurad
- Ambigara Chowdayya D.Ed College, Bidar
- Basava Tatva Education Society D.Ed College, Bidar
- Basavakalyana D.Ed College, Bidar
- Bidar Vidyakendra Shantiniketan D.Ed College, Bidar
- Dr. S.Radhakrishnan D.Ed College, Bidar
- Guruprasanna D.Ed College, Bidar
- Hiremath Samsthana Vidyapeetha Trust Institute D.Ed College, Bidar
- Indian Urdu D.Ed College, Bidar
- Jawahar lal Nehru TTI D.Ed College, Bhalki
- Karnataka D.Ed College, Bidar
- KLET Marathi D.Ed College, Bidar
- Shanti Vardhaka D.Ed College, Kamal Nagar

There are two D.P.Ed Colleges in Bidar District, namely Radhakrishnan College of Physical education, Humnabad established in the year 2001 and Jai Jyothi Education Society College of Physical Education established in the year 2000. Out of these D.Ed colleges, two are Marathi medium and one is Urdu medium. Apart from these there is one B.P.Ed Women College established in the year 2009 and is affiliated to Karnataka State Women's University, Bijapur.

**Karnataka Veterinary Animal and Fisheries Sciences University  
(KVAFSU), Bidar**

According to Nehru "The universities would produce the most competent scientists in various fields, Engineers, Doctors, Science and Arts post graduates etc., who may be considered as the creamy layer in the development of education and society." If we see in this sense, Bidar District is more advanced in educational development. It has one university, one



medical college, two dental colleges, three pharmacy colleges, seventeen Nursing colleges, one Ayurvedic college. Let us see about these educational institutions in detail.

Karnataka has vast resource of livestock, poultry and fish, which play a vital role in improving the socio-economic conditions of rural masses. Karnataka is known for famous draft cattle breeds like Bannur and vast water resources for fish farming in terms of 300 kms of coastline and 2.93 lakh of tanks and ponds and 2.27 lakh of reservoirs. Realizing the importance of the contribution made by the livestock and fisheries sector in sustaining rural economy and livelihood security and realizing the loss of two decades of prime development in the growth of animal husbandry, dairy and fisheries under Agricultural Universities set up, the Government of Karnataka took bold step in establishing the new University called Karnataka Veterinary, Animal and Fisheries Sciences University on the floor of the Karnataka Assembly. The KVAFSU was formed as per the Karnataka Act No.9 of 2004 and published in the Karnataka Extra-ordinary Gazetteer on the 23 rd day of February 2004. The University was dedicated to the nation on 17-01-2005 to serve the farming community through rural oriented and farmer friendly activities and exclusively for the development of education and learning, conduct of research and extension education and transfer the rural oriented technologies in the areas of Veterinary, Animal, Dairy and Fisheries Sciences in Karnataka.

The logo of the University is inscribed with the slogan 'Farmers Friendly and Rural Oriented', which emphasizes the importance given to betterment of farming community. KVAFSU is an autonomous academic institution governed by its Board of Management which regulates the policies of the university in accordance with the provision of act and status. The University administration has the support of the finance committee. Academic matters are looked after by the Board of studies of faculties and the Academic Council. While Research Council and Extension Education Council decide the research and extension activities of the University respectively. The territorial jurisdiction of the University is spread across the entire state of Karnataka University Head Quarter is located at Nandi Nagar campus, Bidar and Northern most district of the state.

The primary objective and mandate of the university is to uplift the

rural livestock, poultry and fish farmers with a motto of 'Rural Oriented and Farmer Friendly activities. Making provision for imparting education in different branches of study particularly veterinary and animal sciences, dairy sciences, fisheries and allied sciences. Furthering the advancement of learning and research, particularly in veterinary and animal sciences, dairy sciences fisheries and other allied sciences. Undertaking the extension veterinary and animal sciences, dairy sciences, fisheries and other allied sciences to the rural people of the state. Such other purposes as the State Government may specify by the notification in the official gazette.; To impart professional quality higher education in different branches of veterinary and animal and fisheries sciences.; To further the advancement of learning and prosecution of research in Veterinary, Animal and Fisheries Sciences and other allied sciences.; and to undertake the extension education of such specialized knowledge and transfer of technologies to the needy rural farmers in cooperation with the Government Departments concerned.

The Mission of the Karnataka Veterinary Animal and Fisheries Sciences University is to strive hard and provide leadership in teaching, research and extension education services related to veterinary and animal sciences, dairy sciences, fisheries and other allied sciences. The University endeavour is to keep pace with new frontiers of science and contemporary developments to be socially and technically relevant. In this it is committed in absorbing newer paradigms and using them to develop excellent human resource, innovative technologies and their dissemination so as to serve the livestock dairy and fishery farming community of the state and the country.

The constituent units under this university are seven colleges, two institutes, three Livestock Research and Information Centers, Three Fisheries Research and Information Centers and three Extension Education Centers. The University has 3 major faculties i.e. Veterinary & Animal Sciences, Dairy Science and Fisheries Sciences spread over different campuses offering Undergraduates, Master's and Doctoral programmes. The University offers Masters programme in 27 disciplines, and Doctoral programme in 21 disciplines of Veterinary, Dairy and Fisheries Sciences at Bidar, Bangalore and Mangalore campuses.

KVAFSU offers three undergraduate programmes at the six constituent colleges located in five campuses. In Veterinary and Animal Husbandry

B.V.Sc.& A.H, Dairy Technology (D.Tech) and Fisheries Sciences (B. F. Sc). Besides the UG programmes, KVAFSU also offers several courses at the Post Graduate level degree programmes in Veterinary and Animal Sciences (M.F.Sc) and Dairy Sciences (M.Tech) and the Doctoral Degree programmes (Ph.D) level at the Constituent and Affiliated colleges in Veterinary Sciences, Animal Sciences and Dairy Sciences. The following table shows the details of the programmes in KVAFSU in different colleges.

Number of Colleges	Year of Establishment	Under Graduate Degree Programmes	Masters Disciplines	Doctoral Disciplines
Veterinary College, Bidar	1984	B.V.Sc.& A.H.	M.V.Sc	Ph.D
Veterinary College, Shimoga	2006	B.V.Sc.& A.H.		
Veterinary College, Hassan	2007	B.V.Sc.& A.H.	-	-
Veterinary College, Bangalore	1958	B.V.Sc.& A.H.	M.V.Sc	Ph.D
Dairy Sciences, Bangalore	1980	D.Tech	M.Tech	Ph.D
Dairy Sciences, Mahagoan, Gulbarga	2008	D.Tech	-	-
College of Fisheries, Mangalore	1969	B F Sc	M.F.Sc	Ph.D

The duration of B.V.Sc & A.H (Bachelor of Veterinary Sciences and Animal Husbandry) degree programme is 5 years consisting of 9 semesters and six months of internship programme, while D.Tech (Bachelor in Dairy Technology) and B F Sc (Bachelor in Fisheries science) degree programmes are of four years, consisting of 8 semesters. Further, Rural Fisheries/ Dairy work experience and Experimental learning programmes have been implemented in D.Tech and B F Sc degree programmes. The Masters and Doctoral degree programmes are of 4 and 8 semesters duration respectively. The Master Degrees includes M.V.Sc (Master in veterinary Sciences), M.Tech. (Master in Dairy Technology) M. F.Sc. ( Master in Fisheries Science).

**Facilities Available:** Well qualified and dedicated teaching staff well equipped classrooms, laboratories, computer centers, libraries and e-course centers.; Separate Hostels for boys and girls, gymnasiums and sports complex.; Scholarship: Merit, General Scholarships and Free ship etc. ; The dream of converting the University into virtual integrated University is being implemented with introduction of facilities like internet, e-resource centers with CeRA, Video and conferencing and touch screen information Kiosks. The Video conferencing facilities created at the Headquarters and Bangalore Regional Office is being effectively used to conduct Officers

Meeting, counseling for admissions to undergraduate degree programmes and for other intercampus interactions.

**National service Scheme (NSS):** Is a non credit compulsory course for all the under-graduate students in the University. At present, nine NSS Units are functioning along with their regular NSS activities and also conducting special camps every year. Red Cross Society: Red Cross Society was started in the year 2005 in all the constituent colleges of the University. The students who are active members of the society are regularly conducting blood donation camps, awareness programme in promotion of health and hygiene, avoidance of drugs, diseases with special emphasis on AIDS, rabies and other diseases of zoonotic importance.

**Extra-Curricular /Sports Activities/ Educational Tours:** Physical Education is a non credit compulsory for all the under graduate course students of the University. Every year inter collegiate youth festival, sports and games are conducted. The students who excel in these activities are sent to participate in inter- university youth festival and sports like Agri-University Fest etc., at National level. The under graduate students of Veterinary, Dairy and Fisheries sciences undertake South India Educational Tour 14 days and North India Educational Tour for 21 days as a part of course curriculum.

**Library:** The university library has a collection of over 30,490 books. In addition to this about 1000 basic and advanced books are added every year for the users of the library. The library subscribes to 27 foreign journals and 76 Indian journals every year. E- Resources Centers have been established at Bidar and Bangalore campus libraries, which have access to thousands of online journals. The KVAFSU libraries also have access to online journals, foreign journals (400) in animal and fisheries science and thousand of journals in agriculture sciences in full text under CERA Consortium of the ICAR. The libraries have subscribed to VET-CD and CD-ROM data base for effective information retrieval services to the users.

**Research and Information Centers:** The Research mandate of University is aimed at achieving Sustained enhancement in animal productivity including fisheries with most efficient use of natural resources.; Ensuring equity in research benefits to poor farmers.; Enlarging commercial production by a total devotion to efficient, decentralized and need based research.

The following are the different research centres working in different Districts under the Karnataka Veterinary Animal and Fisheries Sciences University, Bidar.

- Livestock Research and Information Centre (Deoni) Hallikhed, Bidar: Livestock Research and Information Centre (Deoni) came in to the university fold from Government of Karnataka in the year 1988. The farm is situated in Bidar Srirangapatna National Highway around 24 Kms from Bidar. The farm has a total area of 21.78 hectares. The farm has been renovated and developed by KVAFSU to demonstrate the concept of "Biovillage" to the farmers, conservation of pure Deoni breed of cattle and to carry out research on nutrition, health, husbandry practices and other aspects of this breed.
- Livestock Research and Information Centre (Amrithmahal), Konnehally, Tumkur District.
- Livestock Research and Information Centre( Sheep), Nagamangala, Mandya. District.
- Research and Information Centre (Inland) Hebbal, Bangalore.
- Fisheries Research and Information Centre (Inland), Hesarghatta, Bangalore.
- Fisheries Research and Information Centre (Marine) Ankola, North Kanara District.
- Fisheries Research and Information Centre (Inland), Bijapur District.
- Canine Research and Information Centre (Mudhol Hound)Thimmapur, Bagalkot District.
- Livestock Research and Information Centre (Buffalo), Doranalli, Yadgir District.
- Wild life Veterinary Research Institute , Kudige, Kodagu District.

There are many major and minor research projects completed /ongoing in Veterinary sciences, Animal Sciences, Poultry Science, Fisheries Science and Dairy Sciences. The University has successfully completed 6 years of its existence on 17-01-2011. During this short span of 6 years the University has made remarkable progress in all the frontiers i.e Teaching, Research and Extension. The University has started two Veterinary Colleges, one each at Shimoga and Hassan, one Dairy Science College at Mahagoan in Gulbarga district and Institute for Wildlife Veterinary Research at Kudige in

Kodagu district. Institute for Toxicological Research at Shimoga are being established along with new Veterinary Colleges each at Gadag and Athani.

**The extension/Institute Units of the University are:** 1) Farmers Training Institute Bidar; 2) Extension Education Unit Bidar; 3) Extension Education Centre Bidar; 4) Extension Education Centre Bangalore; 5) Extension Education Centre Manglore; 6) Extension Education Centre Shivamogga; 7) Extension Education Centre Hassan.

The University has made its presence felt globally by signing MoU's with National and International renowned institutes in USA, France, China, Bangladesh, Belgium and Sweden. The flow of foreign nationals seeking admissions for the Master's and Doctoral degree programmes in Veterinary, Animal, Dairy and Fisheries is steadily increasing. A new Masters programmes MBA in Food and Dairy Business under self financing scheme and another Master programme in Wildlife are offered at Dairy Science College, Bangalore and Institute of Wildlife Veterinary Research, Doddaluvara, Kodagu district respectively. The University has played a major role in promoting excellence in Veterinary, Dairy and Fisheries higher education fields. The University has distinguished itself for having brought 400 Masters and 110 Doctorates during the course of five years of its existence (2005-2010). The Post Graduate Scholars of this University have excelled in their studies and acquired Post Doctorate and enjoy cent percent placement both within and outside the country with remunerative jobs and there is no existent unemployment.

**Veterinary College, Bidar:** Looking to the requirement of Hyderabad Karnataka region the Veterinary College, Bidar was established at Science Wing of Government First Grade College, Naubad on a make shift arrangement. The College became a Constituent Institute of University of Agricultural Sciences established in the year 1984-85 vide Govt. ORDER NO. AAH78(1)/ AUM- 87 dated 14.8.1984 under the then undivided University of Agricultural Sciences, Bangalore, so as to cater to the needs of the people of this region in general and livestock farmers in particular. To begin with the College Sciences, Dharwad with its establishment in the year 1986. Consequent to the transfer 156 acres of Government land the campus development was initiated and the college was shifted to the present Nandinagar campus in the year 1988. Initially the College used to offer Undergraduate degree programme leading to B. V .Sc. under trimester



pattern of education. Consequent to the formation of Veterinary Council of India, the University adopted the Minimum Standards of Veterinary Education Regulations - 1993 (MSVE) into the curriculum and started offering B. V .Sc. & A.H. degree programme under semester pattern of education from the Academic year 1994-95. With the gradual growth of the Institute, the College started offering PG programmes leading to M. V .Sc. from the academic year 1995-96 in 7 discipline Viz., Animal Reproduction Gynecology & Obstetrics, Animal Nutrition, Veterinary Anatomy & Histology, Veterinary Microbiology, Veterinary Preventive Medicine, Veterinary Pathology and Veterinary Surgery & Radiology. Further, from the year 1998-99 PG programmes leading to Ph.D. were commenced in 4 disciplines viz., Animal Reproduction, Gynecology & Obstetrics, Veterinary Anatomy & Histology, Veterinary Microbiology and Veterinary Pathology.

At present the College has 17 Teaching Departments in addition to Teaching Veterinary Hospital Complex and demonstration livestock units. The college has a good linkage with the Institutes of scientific repute like Indian Institute of Science, Institute of Animal Health & Veterinary, Biological, National Dairy Research Institute, National Institute of Animal Nutrition and Physiology, Central Frozen Semen Center & Training Institute, Department of AH & VS, Karnataka Milk Federation etc.

**Horticulture College, Bidar:** College of Horticulture in Bidar is a part of University of Horticultural Sciences. The Horticulture College established in the year 2007 and it was affiliated to University of Agricultural Sciences, Dharwad. The same was bifurcated in the year 2009 and affiliated to University of Horticultural Sciences Bagalakot. At present 244 students are studying in the college and fifteen teaching staff. In total nine departments are working in the college. College offers Master of Science and Doctor of Philosophy in Horticulture, Post Graduate diploma in these specializations like wine technology, precision farming and high tech horticulture, post harvest processing and value addition, production of bio-agents, certificate courses in nursery management, seed production, plant protection, post harvest processing and value addition, flower cultivation and arrangement courses.

**Health Education:** Development of health education is an integral part of educational development. The large and growing population requires more and more doctors. The health of the people in the area

depends greatly on the number of doctors available for consultation and the number of colleges of health sciences. Health Science colleges include Medical, Dental, Ayurvedic, Pharmacy, Homeopathy, Unani and nursing colleges which are undoubtedly part of health education in general and medical education in particular.

**Bidar Institute of Medical College:** Before the establishment of government medical College in Bidar there were very few allied medical colleges like Allopathy, Homeopathy, Pharmacy and one dental college and some nursing colleges etc. Bidar institute of Medical Science was established in Bidar which is in the year 2005 along with four other Medical Colleges started by Government of Karnataka. This college is affiliated to Rajiv Gandhi University of Health Sciences, Bangalore.

The college building constructed from cellar to G+3 Floors with built up area of 22,805.74 sq.mtrs, situated in front of the Government District Hospital, Bidar attached to it. The total cost of the building is Rs.105.00 lakhs. The following departments are functioning in the institution. Anatomy, physiology, Microbiology, Pharmacology, Forensic Medicine, Pathology, Orthopedics, OBG Pediatrics, ENT, surgery, Medicine, Radiology, Ophthalmology, Dentistry, Dermatology and Community Medicine. Apart from MBBS there is also Para medical certificate and training courses like CMLT/DMLT, CMRT/DMRT, CMXT/DMXT, COT/DOT, COTT/DOTT, CHI/DHI.

At present there are 212 teaching staff, 15 non teaching staff, 76 lab technicians, 167 Nurses and 30 other technical staff. There are 240 students in Para medical courses 20 in each discipline and 400 students in medical college with an intake of 100 students for first year M.B.B.S course. The Government has given the quarter's facilities to the teaching and non teaching staff including the Residential quarter for Doctors and Residential Hostel for doctors and Nurses, medical staff quarters for Group C and Group D workers.

**Courses offered at medical institution are given below phasewise.**

Phase I : Pre clinical courses, anatomy, physiology and Biochemistry for a period of 12 months.

Phase II: Pathology, Microbiology, Pharmacology, Forensic Medicine- 18 months



Phase III consists of Part – I and part II. In part I ENT, Ophthalmology and community Medicine for 12months, In Part-II Pediatrics, Medicine, Surgery including Orthopedics and Obstetrics & Gynecology for 12months Para Medical Courses.

### Dental Colleges

There are two Dental Colleges in Bidar District namely S.B.Patil Institute for Dental Science and Research and H.K.D.E.T'S Dental College and Hospital at Humnabad. Both the colleges are affiliated to Rajiv Gandhi University of health sciences, Bangalore. S. B. Patil Dental College started during the year 1991. The college has total students intake of 40 for first year. At present the college has a total strength of 200 students of which 120 were girls and 80 were boys. The courses offered by the college are BDS and MDS. MDS has three specializations namely Oral medicine, Orthodontia and Prosthodontics. H.K.D.E.T'S Dental College Humnabad established in the year 1992. The total enrollment in the colleges in the year 2008-09 were 168 of which 33 boys and 135 girls. The total admitted candidates as on 31-3-2010 were 38 boys and 113 girls in two colleges. The total strength of teaching and non teaching staff were 57 of which teaching staff were 38 and technical assistants were 47 and 10 helpers. The courses offered by the college are BDS and MDS. The facilities available in the college are library with 3,500 books worth about 14 lakhs, 17 laboratories and 5 classrooms.

### Ayurvedic Medical Colleges

At present there is only one Ayurvedic college in Bidar District, namely N.K.Jabshetty Ayurvedic Medical college and Post Graduate Centre, Bidar. N.K.Jabshetty Ayurvedic Medical College and Post Graduate Centre is established in the year 1991 September by Sri. Chidambar Shikshana Samstha headed by Sri Shivakumar Swamiji of Sri Siddharudha. It is a premier centre for Ayurvedic Medical Education and Research. The college is affiliated to Rajiv Gandhi University Health Sciences Bangalore. The type of college is private. The college runs Bachelor Degree Course –Ayurvedic Medicine and Surgery and Master Degree Course-Doctor of Medicine (Ayurved) Ayurved Vachaspathi and Master of Surgery (Ayurved) – Ayurved Vachaspathi.

**Pharmacy Colleges:** There are three Pharmacy colleges in Bidar District Namely:1) Basaveshwar Pharmacy College and was established

in 1998.; 2) SV ET Pharmacy College and was established in 1992; 3) Vidya Vikas Pharmacy College and was established in 1991.4) Kishan lal parde college of pharmacy Naubad, Bidar.5) Yallaling pharmacy college 6) Karnataka Pharmacy college.6) M.S Goel Pharmacy.

### Nursing Colleges

Nursing is a profession within the health care sector focused on the care of individuals, families and communities. So that they may attain, maintain or recover optimal health and quality life. The Nursing colleges are recognized by Nursing Council of India and affiliated to Rajiv Gandhi University of Health Sciences ,Bangalore.

- Prakash Ambedkar S.S College of Nursing
- S R K School of Nursing, Bidar
- Florence Nightingale School of Nursing, Bidar
- Indian School of Nursing, Bidar
- Indira Priyadarshini School of Nursing, Bidar
- Maa Vishwa Palani Trust School of Nursing, Bidar
- Nida School of Nursing, Bidar
- Nightingale School of Diploma in General Nursing & Midwifery, Bidar
- Roohi School of Nursing, Bidar
- Indian School of Nursing, Bidar
- Smt. MC Vasanta School of Nursing, Bidar
- Prayavi School of Nursing, Bidar
- Vidya Vikas Trusts School of Nursing, Bidar
- Suleman college of Nursing, Bidar
- Noor School of Nursing, Bidar
- Bajaj School of Nursing, Bidar

The details of few colleges is given in the following paragraphs.

**Noor School of Nursing:** The school of Nursing is a premier nursing institution run by the Noor Education Trust. The School is approved by and working as per the norms and regulations of Karnataka Council of Nursing Karnataka and affiliated to Rajiv Gandhi University of Health Sciences, Bangalore recognised by Nursing Council of India, New Delhi. The courses it offers are B.Sc Nursing, Diploma in General Nursing & Midwifery (GNM). It has NCLEX & IELTS training & testing Centre for students in collaboration with GS3. The students will be posted to Noor Highway

Hospital and Research Centre where the students are given practical hands on experience and are having the privilege of serving people of all walks of life especially from the unemployed and the weaker section. The hospital has a well equipped modern instruments for diagnostic, therapeutic and rehabilitative purpose.

**Bidar Vidya Kendra:** Bidar Vidya Kendra is established in the year 1993. Since 1993 BVK is contributing pre-eminent Nurses, Pharmacists and teachers to the world. Bidar Vidya Kendra had dedicated and committed teachers in all fields of nursing, pharmacy, B.Ed, D.Ed. The College has all infrastructural and laboratory facilities.

**Akkamahadevi College of Nursing:** Akkamahadevi College of Nursing was established in 1998. The main objective of the college is to good medicinal environment in the society. It has 22 staff members with different specializations. The courses offered at college are B.Sc nursing, M.Sc Nursing in medical, surgical, M.Sc Nursing in community Health, M.Sc Nursing in OBG, M.Sc nursing in paediatric etc.

**Suleman School of Nursing:** was established in 1992 and the courses offered are B.Sc Nursing. Nagarmarampalli College of Nursing was established in 1998. Courses offered B.Sc Nursing.

**Physical Education and Sports:** Karnataka has developed ample of opportunities for physical education and sports. Physical Education came to be recognized as a discipline that needs methodical training, in pre-independence days itself. Now every university providing general education has a separate department for physical education, training students for B.P.Ed. and M.P.Ed. degrees. Even monofaculty universities have a director for physical education and sports who organizes sports competitions etc. The department of public instruction also has a separate wing to look after this at school levels.

Karnataka since ages, encouraged rural sports and games to a great extent. Sports like wrestling had royal patronage also. Mysuruwodeyar kings held annual wrestling competitions during Dasara festival and that is being done now also. Majority of villages had wrestling Gymkhanas, and there village youths used to perform body building exercises and practice wrestling. Some of them exist even now. In Northern Karnataka area also, wrestling was very popular and now also it retains its popularity to

considerable extent. Establishing 'Vyayamashalas' came to be considered an important activity during freedom struggle. They were started at different places. 'Hindustani sevadal' started by Dr. N.S. Hardikar encouraged physical exercises, sports considerably along with inculcating patriotism.

Bidar district was lacking sports infrastructure. However, owing to the initiative of the district administration an indoor sports complex, a swimming pool and three lawn tennis courts have come up. Construction of the swimming pool and the tennis courts have been completed.

**Swimming pool:** Built at a cost of Rs 1.5 crore, the pool has eight lanes and occupies an area of 1,100 square metres. The Department of Youth Services and Sports has fixed fee for users to use the pool on a daily, monthly, quarterly and yearly basis.

The Bidar District Police Tennis Club has constructed three lawn tennis-two synthetic and one clay. The synthetic courts have been built atop the Habshikot cliff. The club conducts training sessions for children and senior players at the clay court that borders the police parade grounds. The Indoor stadium, the other big sporting facility, will open this summer. It has four shuttle badminton courts with wood panels on all sides, and one room each for squash, table tennis, gymnastics and martial arts, including wrestling. All the facilities in the stadium are of international standards. Youngsters will not only be allowed to play here, but also will be trained in various sports.

The indoor stadium has a gallery with a seating capacity of 500, rooms for sportspersons, toilets, two office suites and a visitors' area. Construction of a parking area and a garden with statues of sportspersons is under way.

**Gymnasia:** There are two government gymnasia in the city that are open to the public. Latest equipment are installed in the fitness club of the district administration in the district stadium and the one behind the District Police Office. "Eight new gymnasia have come up in the last 5 to 6 years, taking the total number of such clubs in the city to 12," says Syed Tanveer, secretary of the state amateur body building association. (Source: The Hindu Paper)

**Department Youth Empowerment and Sports:** Youth Empowerment and Sports department was established in 1969 as the Directorate of Youth

Services with the aim of channelizing the dynamism of Youth in nation building activities. The department was reorganised in 1975 by establishing divisional level and district level offices and again in 1977 by appointing officers at the block level. In 1980 the department was again reorganised by merger of Karnataka state sports council and renamed as Department of Youth Services and Sports. The Department was renamed as Youth Empowerment and Sports Department in 2013.

The Department is headed by the Commissioner/Director who is ex-officio Director General of Sports Authority of Karnataka, Member Secretary of GETHNAA and Secretary of Stadium Management Committee. 1) Creation of Infrastructure- Stadia and Youth Training Centres. 2) Youth Empowerment Programmes. 3) Youth Festival, Youth Rally, Conferences and Youth Awards. 4) Youth Training Programmes. 5) Sports Schools and Hostels. 6) Sports Events- Taluk, District and State Level. 6) Sports Awards- Ekalavya, Karnataka Kreedha Rathna and Lifetime Achievement Awards. 7) Sports welfare- Cash Incentive, Scholarships, Insurance, Pension and Promotion of Excellence under Sports Academy for Excellence Scheme.

**Schemes under Zillapanchayat:** The Zillapanchayats in the state are implementing the following Youth welfare and Sports schemes: 1) Youth Welfare Programmes for Youth Club Members, 2) Organisation of Meets and Rallies, 3) Maintenance of Stadium, 4) Construction of Rural Gymnasium, 5) Construction of Taluk/Mandal level Stadium, 6) Grants for Construction of Indoor Stadium, 7) Grants for development of play fields, 8) Grants for Construction of 'KhustiAkhada', 9) Sports Training in Rural Areas.

**State Sector Schemes:** Youth Camps and rallies: Youth rallies are organised for the members of Youth Groups to show case their inherent talents in Folk Arts and other cultural activities.

**Conduct of training programmes:** To encourage youth to involve themselves in community development programmes, acquire leadership qualities; and for Entrepreneurship Development for Self Employment and to hone in their Soft Skills, the department is conducting YuvaChetana, YuvaPrerana and YuvaSamvahana training programmes.

**Publication of Youth Literature:** Yuva Karnataka - A Departmental monthly Magazine is published every month which provides a constructive

platform to bring out the hidden talent in the youth. It is the mouth piece of the Youth of Karnataka.

**State Youth Award:** In recognition of the services rendered by individual youths and youth organisations in the fields of community development and welfare the youth awards are being conferred every year.

Incentive Scholarship to High School students: Scholarship of Rs.600.00 is given to the High school boys and girls who have won medals at the state level and national level sports competitions.

**Youth Festival:** National Youth Festival programme is organised by the Govt. of India during National Youth Week. Under this programme District and State youth festival are organised by the State Govt. to select the state contingent to participate in National youth festival. This annual mega event gives an opportunity to the youth to participate, interact, perform and excel in different cultural events organised under it. The participation has been promoting not only the hidden talent of the youth coming over all the states and union territories of India, but also infusing in them the sense of harmony and national integration through closer interaction that the occasion of this national festival provides.

**Student welfare scheme:** To encourage and maintain linkages with the student youth, identify their talents and provide vocational guidance etc the department appoints Student Welfare officers in colleges.

**State Youth Centre:** A centre with best of facilities for nurturing young talents and acquiring knowledge; develop useful and interesting hobbies; a hub of activities and programmes which empower youth with skills, knowledge and attitude.

**Bharath Scouts & Guides:** It is a voluntary organisation dedicated to inculcate discipline and a sense of service among the students at primary, middle and High School level through scout's movement. It is a grant-in-aid institution of the department.

**Girl Guides:** Bharath scouts and guides is a voluntary organisation dedicated to inculcate discipline and a sense of service among the Girl students at primary, middle and High school level through Guides movement. It is also a grant-in-aid institution of the department.

**District and State level seminar and workshop:** To organise and conduct seminars, conferences, and work shop of Youth to encourage them to acquire knowledge and skills on various issues of national importance.

**District Youth Award:** To recognise and provide encouragement to Youth Clubs, and youths engaged in promotion of welfare activities District Youth Awards are conferred.

**Promotion of sports activities:** In this programme, Ekalavya awards, legislature sports meet, Govt. employee's sports and all India Rural, Women, and civil service sports programmes will conducted.

**Sports institutions and hostels:** With a view to identify, nourish and develop sports talents in rural and urban areas in the State, and to give scientific training so as to train them to become national and international sports persons.

**Sports Authority of Karnataka:** It is one of the grant in aid institution, conducting State level, National level and International level sports programmes and coaching camps etc., through state sports associations.

**General Thimmaiah National academy of adventure:** It is one of the grant-in-aid institutions of the department. This academy organises various adventure sports, such as Trekking, Rock Climbing, Para sailing, Canoeing, Kayaking, White Water Rafting, Mountaineering expeditions, Orientation Training, Nature Study, Week -End -Camps Etc.,

**Rural Sports and Games:** Mass sports, sports materials to rural sports clubs, inter youth club tournaments and sports awards are being given to encourage Sports in Rural areas.

**Publicity campaign:** Publicity of Departmental programmes and activities to Youth community through literature films, tableau, handouts brochures, pamphlets etc., and the publicity have also been taken up through publication of Yuva Karnataka monthly magazine.

**Capital expenditure-construction of stadia:** To develop sports infrastructure in the state, Indoor Stadia and Swimming Pools are being constructed at District.